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School Activities

HARRY C. MCKOWN, *Editor*
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As the Editor Sees It

Well, here we are starting our twentieth year. You are mind-reader enough to know what we wish for you, and hope for us—from you.

Last spring (you may recall from a May editoral) a certain community raised money to buy the coach of its championship basketball team a new car which, of course, was out of line with the regulations of the state athletic association. Later, according to the newspapers, the money was given to the Board of Education, which bought a car for the coach's use. (Shortly thereafter, after sixteen years of experience in his position, the superintendent resigned.)

It is our opinion that everyone who had a part in that transaction—promoters, contributors, coach, and board members—used exceedingly poor judgment, and especially the coach. If, as, and when he loses out in that school system (and such losing is very, very common in any system which over-emphasizes athletics), and is being considered for a new position, the thing that will over-shadow his basketball coaching record is this automobile business.

Despite its assumed basis of originality, often organized school cheering becomes uninteresting, even tiresome. Hence, we believe that the "cheer-leading-clinic" plan in Marilyn Kaasch's article in our May number represents an excellent idea. Why not promote one?

"Sauer Likes 'Em Mean at Navy," runs the headline of a recent newspaper article on Annapolis football prospects. Sauer predicts his Middies "might upset someone next fall" and would do it "by being mean, tough, and wanting to make the other fellow bleed." At least, he is frank, much more so than the coaches who soft-pedal (publicly) the rough stuff and prattle about the sportmanship, good citizenship, etc., that football develops.

Why not plan a couple of assembly programs on "Suckers"? During a long trip last summer we visited (without participating) a couple dozen "gambling clubs" in four cities in a state which legalizes gambling. And among other things we listened in each to the crash of dozens and dozens of slot machines being played by suckers, old and young. A demonstration by your local chief of police or sheriff on confiscated machines, with scores of "winnings" posted for each, would be easy to arrange and would be more effective, instructionally, than a thousand sermons.

At the edge of a small town we passed a beautiful little girl, not a day over seven years of age, standing at the side of the road—all alone—thumbing a ride. Judging by the towel in her hand she was trying to hitchhike a ride to some neighboring swimming or wading pool. In this instance someone needed a good licking, probably her parents - or maybe her school teachers. Although it may not be popular (at least it is safe), our own philosophy is, "Only a sucker picks up hitchhikers." Another possibility for a good program, and one in which your police officers will be glad to help.

"Federal Aid to Education" is the 1949 debate question of the Texas Interscholastic League, a most pertinent and timely topic.

We have seen dozens and dozens of student council conventions meetings at which new officers were nominated and elected, and we have never yet seen the cheap and maudlin circus stuff that characterized two recent national political conventions. This is one case in which the older could learn from the younger citizens. Certainly it is one in which the younger need not and should not imitate the older. Congratulations, student councils!

Last spring at 23 high school graduations and college commencements we saw only one mimeographed program—but that was one too many.

In one of these high school programs we saw something different. As each graduate received the diploma his mother, standing in the audience, was handed a rose by an usher. An attractive tribute!

Planning the Activity Program

FREDERICK B. KUTZ
Principal, Newark High School, Newark, Delaware

THE complex civilization in which we are living today demands that we have an educational full-course dinner. We no longer lead the simple life of working, eating, and sleeping, accompanied by the simple meal of bread and meat. Educationally, the first, or soup course, of this full-course dinner is represented in the new function of the home room, creating a feeling of warmth for the pupil, bringing a closer relationship between teacher and pupil, serving as an appetizer in school interest. The main course, the bread and meat, the curriculum, is the main source of strength, but would we be satisfied to end the dinner here? No, the dessert, which is the most enjoyable part of the dinner, is the extracurricular phase of the school program. It is largely this part of the educational dinner that must take care of the wider functions cast on the school by the conditions of modern life, to give opportunities to youth beyond the curriculum.

If education is life, the school must provide the kind of living that will assure a better and richer future. If education is growth, the school must provide experiences that will expand and transform individual interests, abilities, and attitudes. If education is the development of desirable functional abilities, the school must foster these interests. If education is to preserve democratic ideals, the school must insist upon democratic procedures. Growth in all of these phases is determined by and through meaningful experiences. Such experiences bring about desirable changes in personality, character, and conduct of students. These desirable changes may be stated in such aims as the following:

1. Development of an awareness of the problems of living.
2. Development of careful and critical thinking.
3. Development of emotional control and stability.
4. Development of attitudes of responsibility, tolerance, cooperation, and service
5. Development of group consciousness.
6. Development of creative expression.
7. Development of application in art forms.
8. Development of a workable philosophy and religion for modern living.

An educational diet based on the above will give an awareness of our problems. The areas of experience will include activities and courses in the social sciences, natural sciences, the arts, physical activities, and the socializing experiences. "These experiences will emphasize the spiritual aspects of experience, insisting that knowledge, art, morality and religion are the aspects of life of supreme moment." [1]In this organization, distinction between curricular and extra-curricular will be at a minumum and greater emphasis will be placed on student-initiated activities.

Enlightened education depends upon enlightened teachers; therefore, the key to the situation is the teacher. The success of the extra-curricular program can, in a large degree, be determined by the interest and attitude of the faculty in this program.

Teacher cooperation is an essential part of the program and might well be promoted by comparing an extra curricular activity with Latin or Algebra as a means of attaining modern educational objectives. It was such a comparison in terms of health, command of fundamental processes, worthy home membership, citizenship, vocation, ethical character, and worthy use of leisure, that led to a rapid expansion of the program following the publication of the Cardinal Principles in 1918.

Another step in the direction of promoting the extra-curricular program which needs more emphasis is the preparation of teachers in teacher-training institutions. General courses in extra-curricular programs should be required and special courses in assemblies, home room, clubs, etc., should be made available.

A third step on the improvement of this program is to make the activity program a part of the regular school schedule, in order to remove the objection that there is not time for anything beyond the regular curriculum.

[1]Rusk—Philosophical Basis of Education

The proper distribution of the teacher load in the school schedule is another step. It should not be required that a few teachers carry a full teaching schedule and most of the extra-curricular program. Let us assume that all teachers should be prepared to offer more than the subject they are prepared to teach.

If such a plan, which is idealistic, can be brought about, the offering of a full course educational dinner will be a reality, and man will not need to "live by bread alone." Youth will have teachers and opportunities beyond the curriculum, which make for completeness of life.

Let me give you the philosophy and objectives of our school:

A. I Cooperatively to create, set up, maintain, and promote situations to provide experience which will enable the individual to secure intellectual, physical, moral, and social aptitudes and attitudes commensurate with his several abilities, interests, and needs

In general to mould, build, and train the individual for the complicated business of living *in* and *with* an ever changing, yet ever permanent society.

B. I. To serve the community and its needs through development of the student to take his or her place in the community life

II. To make available the physical plant and its accomodations to serve the educational and recreational needs of the community

III. To obtain from or to secure in our students:

1. A wholesome personality
2. A foundation for futher study
3. The learning of essentials to solve the problems of making a living
4. An introduction to our intellectual heritage
5. An appreciation of our culture
6. A responsibility for health and personal neatness
7. The measurement of one's interest and abilities
8. Democratic attitudes
   a. Respect for majority rule
   b. Respect for property rights
   c. Sense of responsibility to others, courtesy, business integrity, etc.
   d. Awareness of present-day problems of democracy
   1. Capital, labor foreign policy, etc.
9. Self-directed disciplines
   a. Habits of industry—work
   b. Power to work independently
   c. Learning to be good managers of time and materials
   d. Cooperation with the group
10. Cooperation within student body

Here are procedures followed in organizing the program:

The first step in the inauguration of an activity program must be a "selling project"—to the faculty. If the teachers sense the value of this program and take an active interest, there are sure to be worth-while outcomes. The most important step in this direction is to include the program in the daily schedule.

Our periods are sixty minutes by virtue of the fact that the state authorities think that it is more desirable than any other fixed time. If this point cannot be altered, then a lengthened school day will follow, but if the value of the program on a fifty minute period basis can be proved, then a program that has been tried on an experimental basis will be followed.

A brief schedule follows:

Administrative	
Home Room	8:35- 8:45
Period I	8:45- 9:35
II	9:35-10:25
III	10:25-11:15
IV	11:15-12:05
Lunch	12:05-12:40
Period V	12:40- 1:30
VI	1:30- 2:20
VII	2:20- 3:10
Return to Home Room	3:10- 3:15

The periods on Monday are fixed for home-room guidance programs and on Wednesday for the weekly assembly.

On Tuesday and Thursday, the activities which need two periods a week are scheduled: band, mixed chorus, school paper, student council, and any other organizations that require the two periods. On Friday, the hobby clubs, subject clubs, and the like may meet. In this way it is possible for a member of the Tuesday and Thursday group also to participate in a club not related to music, to journalism, or to the student council.

Here are our methods by which students elect the various activities:

If a student is in an elective club, he will have no choice except the Friday clubs. In music, a selection is made of

(*Continued on page* 10)

The Young and Growing Student Council

Experiences from an Evaluation of Student Council Functions and Activities[1]

ELLSWORTH TOMPKINS
Specialist for Large High Schools
U. S. Office of Education
Washington, D. C.

SUBSTANTIAL progress has been made by industry toward the evaluation of human attitudes in terms of greater production and efficiency. If "production in the last analysis depends on the will of labor to produce," how to appraise the latent energy of the working force toward productive cooperation is of utmost importance. Clarence Francis in the CAUSES OF INDUSTRIAL PEACE has written, "In today's complex industrial structure, the development of better understanding between management and labor cannot be left to chance. When you want to know a man better you don't begin by writing to his lawyer. You try to find some way of demonstrating your good will and communicating it to the man himself."[2]

Whether it be industry or education or some other form of organization, it is difficult to assume that we can know human attitudes unless we inquire. With this in mind, the Secondary Division of the U. S. Office of Education in 1947 began an inquiry into some aspects of evaluation of student government in high schools.

Our interest in doing this was to find out whether one criterion of the effectiveness of a student council is the extent to which it permeates the knowledges and attitudes of the student body. Our inquiry might have been titled "An Evaluation of Pupil Awareness of Student Council Functions and Activities." It is only natural that such an inquiry has implications in the answers to many questions, such as, How can the principal and school staff become aware of significant pupil opinions and attitudes? How can they help the student body to become an informed electorate? How can the student council officers and members effect a leadership to keep the student body informed? Though such implications are extensive, the inquiry into the awareness of the student body was definite enough to permit an intensive investigation.

A checklist was devised and sent to the principal or sponsor of selected high schools which had offered to cooperate in validating the list of questions by submitting it to a cross section of pupils. These high schools included one each in Illinois, Washington State, Massachusetts, Missouri, Pennsylvania, New York, West Virginia, Washington, D. C., and two in New Jersey. Mr. John F. Brougher, Principal of Calvin Coolidge High School in the District of Columbia, arranged to test it on some 250 pupils of the 10th, 11th, and 12th grades. The experiences gained from the cooperation of these schools made it possible to revise the list until all questions were capable of an understandable significant answer by a typical high school student. The account of this effort and the pupil opinion poll was published in the April 1948 Bulletin of the National Association of Secondary School Principals.

You may be interested in some of the experiences encountered. It would be presumptuous to say "conclusions" because this study represents only a beginning. Among the indications, however, are the following:

1. *Student government in American secondary schools is very young.*

The participation of students in school government is not in itself a new thing, for it was known to be a reality in ancient Greece, and has existed in Europe in the later Middle Ages. As a part of the pattern extending democratic practices throughout secondary school administration, however, student government is of recent developement. Most of that development has taken place in the last twenty-five years, though there are still some schools which have no student government in this sense.

It should be obvious that student participation in democratic high school administration needs more maturity to blossom forth in its best raiment. One should not

[1]An address before the Sponsors of the Illinois Association of High School Student Councils, Peoria, Illinois, April 23, 1948.

[2]**The Causes of Industrial Peace.** Charles Francis, Chairman of the Board of the General Foods Company. 1947.

become impatient with student government because of its faults; he should recognize that those inadequacies may have largely resulted from a rapid expansion and extension. Good student government, effectively conceived and refined, will take years and years to perfect, but such effort will be well worth the candle. Boys and girls now growing up will carry their well-learned student council practices into the larger community by demonstrating their capacity for cooperative group effort. If this seems too ideal a statement, it might be well to ask how many of our present leaders in government experienced the equivalent experience of these young people at their age. A young man, recently elected Mayor of a large city, has ascribed much value to the techniques he learned from effective student government in high school.

We do not think of radio as old. Many of us remember when there was no such thing as radio. Yet radio is older by a year or two than the kind of student government I am talking about. No one would think of radio as having achieved its ultimate refinement; just so we should not think of student government as in a state of high development. As a matter of fact, it was only in 1947 that the National Association of Secondary School Principals appointed a Director of Student Activities,[3] and since his appointment he has encouraged the establishment of 15 State associations of student councils.

A real reason for the scarcity of literature on the evaluation of student council functions and activities may be found in the fact that as an institution it is so young. As it continues to grow and mature, and as the intangibles of personality, tradition, and local situation become more measurable, we shall undoubtly have more and more attention paid to the appraisals of effective functions and activities of student councils.

2. *Effective student government has social significance.*

Elton Mayo in THE SOCIAL PROBLEMS OF AN INDUSTRIAL CIVILATION makes the point that "education has gone over—often extravagantly—to the development of technical skills and has failed to develop an equivalent study of, and instruction in, social skill. . . . We have, in fact, passed beyond that stage of human organization in which effective communication and collaboration were secured by established routines of relationship." This implies that the application of science to any activity may lead to specialized knowledge but does not in itself provide the basis for meaningful human association at work. A specific reference here would mean that effective student government ought to be the means and opportunity for puplis, faculty, and administration to work together for the sake of developing the ability to work together, not particularly to get a job done, although that is important. The practice of working together is vital. The means may be more important than the end. The president of a fine student council in a New York high school told me that the best thing about their student government was "that the principal and administration and PTA worked in close harmony with the council; nobody was suspicious of the other."

If the social significance of the student council is accepted in principle and by the principal, it is almost impossible to consider the effectiveness of student government apart from the educational atmosphere of the school, and it is equally unlikely that the educational atmosphere of the school can be studied apart from the professional philosophy of the administrator. Student government should go to the core of the real problems of pupil welfare and human relations within the school. Therein lies the heart of its social signifiance.

3. *Effective student government must have the enthusiastic, persistent, and competent endorsement of the principal and staff.*

This goes without saying, but it has to be said. The entire pupil population of a school usually changes every three or four years, if it is a regular or senior high school, so one cannot expect the students themselves to carry on and keep in a state of development effective activities and practices of the student council. Once upon a time a high school principal said that there was not sufficient interest in the student council. *They* didn't care (meaning the pupils). If that was really so, the principal's fault may have been as great as the students'. Young people are imitative. If the principal attaches importance to student government and devotes his time and energy to it in significant amounts, the pupils are likely to attach importance to it also. When the

[3]Gerald M. Van Pool.

principal fails to devote real time and effort to student government, what can you expect the pupils to do?

This implies that the sponsor of the student council must be given sufficient released time to enable him to coordinate the activities for which he is adviser. For this purpose, the student council sponsor in a secondary school of 1000 pupil enrollment should have one-half of his teaching time assigned to the coordination of student council activities. In a larger school, proportionately more time will be needed. It is the principal's duty to provide, or seek to provide, time for the sponsor to do his work, because student government activities suffer embarrassingly when no professional time during the school day is allotted to them.

This is what is meant by competent, persistent, enthusiastic effort on the part of the high school principal to make student government click.

4. *The principal and staff must have access to the honest opinions and attitudes of a representative cross section of pupils in order to foster effective student government.*

There is some testimony to indicate that principals think they know the opinions and attitudes of their student body by virtue of their position as principal, and there is also evidence that they are somewhat mistaken. In an experience with the PUPIL OPINION POLL ON STUDENT GOVERNMENT, a principal of personal acumen and high professional standing, recognized for his enthusiastic support of student councils, accepted as fact that he was well aware of pupil attitudes and opinions, until—he saw the replies of his own students in the poll. Then he conceded that his appraisal had been unreliable. In the light of other experiences in connection with the study, this is to be rather expected of a high school principal unless he pursues well known techniques to get his ear close to the ground. Industry spends large sums on labor-management committees and services, and the public supports generously the services of the various poll experts, Gallup, Roper, Cantril, etc., in order to find out what people are thinking. It is almost arrogation for the school principal to believe that he can short-cut such an important process because he is a principal. Surely it is no evidence of weakness for the principal to admit that he may not be in possession of all the information necessary for leadership in student government unless he establishes contact with honestly expressed attitudes of the student body.

5. *An effective step to evaluation is self-analysis by the student council in terms of its relationship to the student body and the school.*

If little has been done toward evaluation of student government, we may rightly assume that it is a difficult and challenging task. The EVALUATIVE CRITERIA, 1940 Edition, of the Cooperative Study of Secondary School Standards has devoted a section to Pupil Participation in School Government, in which some appraisal is sought from the school faculty and the members of the Visiting Committee. This attempt deals with subjective evaluation, which of course, has its place in the scheme of measurment. However, it does not attempt any pupil evaluation except insofar as the faculty or Visiting Committee interview pupil leaders.

The 1945 Student Council Handbook, STUDENT COUNCILS AT WORK, contains a chapter on How Councils Evaluate Their Work, which gives an account of means used by some individual schools to appraise the activities of the student council's activities. Those of you who are familiar with this chapter will agree that it is helpful as far as it goes, but in the words of Captain Andy, it is "only the beginning." By scratching the surface, it gives indication of the direction we ought to go.

Objective measurement, and to a lesser extent, objective standards of student council activities are likely to be extremly difficult, mainly because one student council can be appraised satisfactorily only in terms of its student body and its local environment. I don't know that comparsion of one council with another council is a valid procedure, unless there is great similarity inherent in the particular and total environment. Just where you would find such a situation is a tremendous task in itself.

Self-evaluation by the students, however, may well take into account the characteristics of the local environment and school community *and* some objective standards for student councils in general, and at the same time manage to avoid the disadvantages of objective measurements. Futhermore, such analysis would stress

(*Continued on page* 16)

Of the Fraternity

THAT men may bind themselves together for pleasure, profit, and protection has long been regarded as a right co-existent with human freedom, and in so doing, the fraternity declares that it is obedient to the established principles of the natural laws of right conduct.

But wait—what was that word—Fraternity? A cold and cruel word in the average layman's opinion, but defined by Mr. Webster as: "1. State of being brothers or a brother; state or quality of being fraternal. 2. A body of men associated together, as for their common interest, business or pleasure; a brotherhood." WHAT CAN BE SO COLD AND CRUEL ABOUT THAT?

Tracing the history of the fraternity, we find that it actually began with the creation of man, for since the beginning, man has desired comradeship. Through the ages, there has been organized many groups to provide this comradeship. To name a few of our present day fraternal orders, we have the Masonic Lodge, the Knights of Columbus, the DeMolay, The American Society of Chemical Engineers, and Alpha Beta Gramma. Each organization has its own specific characteristics and qualifications.

What makes a fraternity so different from any of the others mentioned? Is it because the high school fraternity has no regular place to meet—no, that could not be the answer, for the high school fraternity meets in their own homes, places of right conduct. Could it be that the layman does not approve of the high school fraternity because of some of the things that they do or do not do—perhaps that is the answer, but you will find the same true in every organization, regardless of its character.

What is the position, obligation, and duty of the fraternity within our schools?

The fraternity provides for the boy a social background, so that his leisure moments may be occupied in proper activities with his friends. It provides a training in parliamentary procedure, proper business relationships, taking of minutes, keeping of books, correspondance, and most important of all, teaching the boy for the first time TO WORK WITH HIS FELLOW MAN IN A COMMON PROJECT.

DR. WILLIAM O. HULSEY
3631 *Hill Top Road*
Fort Worth 4, *Texas*

In all national high school fraternities, each chapter and every member works under the guidance of national officers, men of mature age and successfully established in their own private enterprises. These men are alumni of high school chapters. There is no case in which they serve as national officers, or, are affiliated in their position, for the purpose of monetary reward.

The national high school fraternities of America are most anxious to cooperate with school authorities so that their various units may be recognized as supporters of the school and community. Many of the organizations have as their slogans, "School First—Then Your Fraternity."

There was established at a meeting in New York City in March of 1947, an organization known as The Interfraternity Congress of Secondary and Non-Academic Fraternities. The purpose of this organization is to improve the various national fraternities, establishing standards that must be adhered to, and correlating the activities of all in support of the school and/or community.

The writer serves upon the Executive Council and shares this governing body Council with an electrical engineer, a high school teacher of mathematics and football coach, a government official, an oil worker, a lawyer, and a college student, all ofwhom have been or, are presently serving as national officers of their own respective fraternities. As Secretary of this Congress, the writer is most anxious to work and correspond with school and civic officials in planning various projects for the chapters of member fraternities, and improving the relations between fraternities and school.

Activity by the fraternity within such fields has long been done. It can be evidencd by the Alpha Sigma Lambda National High School Fraternity's current project to errect, by donations received from active and alumni members, a camp for the boys of underpriviledged families. According to the plan, each one of the chapters of the Fraternity will sponsor a boy from their town.

Tau Delta National High School Frater-

nity erected and built in Mountain Lake, New Jersey, the track and football field of the local high school.

The Phi Lambda Epsilon National High School Fraternity has sponsored its Portland, Oregon, chapter's financing of the college education of an underpriviledged person not a member of the fraternity. This same organization sponsored its St. Louis and Oklahoma City chapters in their donations of over $900.00 to the 1948 March of Dimes.

All national high school fraternities require their chapters to adopt needy families on Easter, Thanksgiving, and Christmas.

Little known facts concerning the national high school fraternities are always surprising to most people, for while these organizations have engaged in such activities for many years, it has not been brought to the general attention of the public. The public does not realize that every national high school fraternity supports scholarship and all give an award of some type, ranging from money for support of college education to medals and keys. It is also not commonly known that the closely followed Ritual of each organization is based upon the Holy Bible and by this Ritual, each meeting is conducted and new members taken in.

When the subject of fraternity is discussed, some imagine an exclusive, snobbish group, delegated to hazing and obscenity. But, this is not true, for as have all organizations, the national high school fraternity has "grown up." Under proper guidance, tutoring, and careful direction of its alumni and national officers, the national high school fraternity is a service organization, ready to serve school and community.

Are all high school fraternities good? No; we are the first to present a negative answer. We emphatically declare that it is the undirected local organizations, those which are present in one locale only (as opposed to a national fraternity which has several chapters in various locales), that, as in all organizations, presents the "sore spot."

We know that it is impossible for us to eliminate the locals, for they have a right to exist, just as the French Club, the Home Economics Club, or the Glee Club. We pray to our almighty God that this will forever be the case, for their freedom assures of the democratic rights which we all so proudly value.

We can, however, influence these undirected locals into the bodies of national high school fraternities, so that they may receive the supervision and direction of national officers and alumni members. As such, they will live up to the standards required of national fraternity chapters, and will become school and community supporting organizations. In converting these local organizations to chapters of national high school fraternities, the writer shall be most happy to work with the proper school authorities.

By membership in our Congress, the fraternity must obligate its chapters to adherance to a Code of Ethics, which is strictly enforced by the Congress. It reads as follows:

"There shall be in effect a Code of Ethics which shall govern all member fraternities' activities. Each member fraternity shall be held responsible for upholding the Code of Ethics, and violators shall be subject to punishment as previously directed.

a. Each fraternity shall set up yearly scholastic awards providing an annual convention is held, or an award to conincide with its convention. This shall apply only to those organizations having high school or junior college membership.

b. There shall be in connection with pledging and initiation no physical hazing of any type or form. All foolish public initiations and demonstrations shall be abolished.

c. Pledging should be purposeful and shall stress sincerity, ability, and interest of each candidate. At the same time, the pledge period should be an informative one, in which the candidate is instructed in the workings of the fraternity.

d. There shall be no drinking, gambling, etc., at any fraternity meetings, parties, socials, conventions, by high school members, or by anyone, at functions sponsored by high school chapters, in attendance.

e. Close supervision over all chapters of fraternities by their governing bodies, with alumni supervision over the local chapters of high school or junior college age.

f. Inauguration of faculty sponsorship in chapters of junior college or high school level. This faculty sponsor may not necessarily be initiated into the chapter, but if the fraternity constitution allows, it is strongly recommended."

There remains one problem which has always been brought against the high school fraternity. It is not, however,

strictly characteristic of the fraternity, for it is present in *every* organization, regardless of its type, form, or character. This involves the acceptance and/or rejection of members.

It is complained that "not just anybody can be a member," but isn't this true in every organization. It is not snobbishness or exclusiveness that prevents the association of a person with a group. Rather, it is the fact that this person would not be satisfied with the group were he a member. Perhaps it is because he doesn't go to the same school as the other members, he doesn't have the same interests, he doesn't like to do the same things. Whether there be fraternities or not, a certain group will become friends and run around together, and this makes up the group composing membership in the fraternity.

To present an example in the business world: A farmer, stenographer, or president of a large company would not desire membership in the American Dental Association. Firstly, that group has no interest in dentistry. Secondly, that group has no friends in the dental profession, other than their family dentist whom they associate with on the level of dentist to patient. The same is true in every organization, including the fraternity.

What, then, is the solution? The Congress feels that there is every opportunity to organize new fraternities which can become associated with national organizations. In this way, a group in a town that does not belong to a fraternity can so organize as one, and by affiliating with a national high school fraternity as a chapter, have the mature guidance and tutoring of adult national officers, and thusly, become civic and school supporting units. Again, the writer is most anxious to work with school authorities in this regard.

Can we deny that friendship is the most valuable possession we have and that without it, this old world would be in pretty bad shape. That is why the fraternity must and shall continue, and with the cooperation of school, civic, and fraternal authorities, become recognized in its true light.

To set the Cause above renown,
To love the game beyond the prize,
To honor, while you strike him down,
The foe that comes with fearless eyes.
To find the Battle of Life good
And dear the land that gave you birth,
And dearer yet, the Brotherhood
That binds the brave of all the earth

Consider the above and realize the following, and you too will know the meaning of Fraternity. Accept Mr. Webster's definition, or your own, but remember that

If I could write one little word
Upon the hearts of men,
I'd dip into the fount of love
And write with golden pen.

One little word, and only one,
And feel life's work on earth well done
For every heart would speak to me
That one sweet word.
Fraternity.

(Editor'snote: Last fall editorally we reflected another high school fraternity court trial in which the fraternity (as usual) lost—a case which involved the school board's right to pass anti-fraternity rules. Later we received a letter from Dr. William O. Hulsey arguing in favor of the high school fraternity. We told him that if he would prepare an article setting forth the fraternity side, we would publish it—and also ask our readers for their reactions to his arguments. This is his article, just as he wanted it, without a single bit of editing.

Now it is your turn. Do you agree or disagree? Send us your ideas, long, short, or middling.)

Planning the Activity Program

(*Continued from page* 4)

band or chorus.

Blanks will be passed to the teachers after a study is made of what activities the pupils really want, and on a voluntary or assigned basis a sponsor will be named for each group.

Student blanks will then be given out with first, second and third choices. From these, an assignment will be made.

From the influence of the previous year and from a sales program, it is likely that the following organizations will be part of the Activity Program:

Student Council
School Paper Staff
National Junior and
Senior Honor Societies
Dramatic Clubs
Band
Orchestra
Mixed Chorus
Double Octet
Junior Chorus
Fine Arts Club

Hi-Y
Home Nursing Club
Knitting Club
Yearbook Staff
Photography Club
Local History Club
Meteorology Club
Latin Club
Twirlers' Club
Wood Working Club
F. F. A.
F. H. A.
Leaders' Club (Girls)
Gym Club (Boys)
Drivers' Club

The thirty criteria by Welch and Roemer "Evaluating an Extra-Curricular Program" as found in Peabody Reflector and Alumni News, X March (1937) Page 102 are used as guiding principles in this program.

Briefly, the home-room program as developed in faculty committee is regularly put into effect. A committee consisting of the principal, teachers, and students work out specific suggestion sheets for each home room meeting.

Other uses of the home-room will be preparation for assembly, for reports of the student council, and for some administrative matters.

In conclusion, our program is based on the principles of a democratic administration of the school with participation by students and teachers and with use of pupil leadership. The usual acid test of time will determine how effectively this program will function.

Student Elections

EARL WHITFIELD
Bosse High School
Evansville, Indiana

IN the past, most of our school elections at Bosse were mere tests of popularity. Oftentimes students elected were thoroughly incapable of handling the duties of their offices. That condition has now been remedied through a program to encourage candidates to campaign for the offices. Under this system they must prove their ability before they are elected.

The idea was bitterly opposed by both student council representatives and the faculty, when first proposed by a student council member, on the basis that it would not work and that students would not like or accept it.

In spite of this opposition, the plan went into effect for the freshmen elections. This was a trial period, and the council agreed to drop the plan altogether if it failed.

Guided by a student council committee, the freshmen conducted political campaigns. Political rallies were aided by the school's marching band. The candidates presented their platforms and gave their views on current topics.

When the elections were held and the final tabulations were in, everyone agreed that an excellent set of officers had been elected, and those who had opposed the idea were now solidly in back of it. Following the success of the freshmen elections, plans were drawn for the sophomore, junior and senior elections.

To run for an office in our school, students must have at least a C average in all subjects and good citizenship grades. Candidates with these qualifications must file a petition, filled out for the office they want and bearing thirty signatures. Candidates are permitted to campaign however they wish, so long as they do not engage in negative campaigning.

Campaign managers organize parties, take charge of publicity, and arrange for party rallies. Parties work together, do their campaigning as units, and draw up a platform.

The School Spirit, our school paper, supports the campaign programs with editorials, cartoons, stories and features. As a result of the campaigns the students are familiar with the candidates and know who would make the best officers.

The elections are held in the homerooms, and printed ballots are used. After the voting, the ballots are turned over to the student council committee in charge of elections and are tabulated. Results are announced in *The School Spirit*.

When the results came out last fall, students were surprised to find how many of the more popular students had been defeated. However, a great majority agreed that the students who were best fitted for the offices were elected.

No longer when voting for class officers does a student in our school simply vote for his friends or go down the line and pick out someone he has heard of a few times. He now has definite convictions on who would make the best officers and votes his convictions.

Officials for Athletic Contests

JACK MATTHEWS
Associate Professor of Physical Education
University of Missouri
Columbia, Missouri

IN this postwar era in which in many communities' exemplifications of good sportmanship by coaches, participants, and spectators have retrogressed, it is important that we examine carefully some of the procedures and practices which influenced or caused this trend. The writer proposes to list several suggestions which he believes, if followed, will improve sportsmanship at secondary school athletic contests. Several administrative suggestions will also be listed which, if observed, will result in more efficient management of the games. No attempt is made to list the suggested points in order of importance, since the importance of any single suggestion is relative and will vary with local conditions. Futhermore, no attempt will be made in this short article to discuss in detail any of the points enumerated, although several of the items are worthy of a more lengthy discussion.

1. *Time of Employment.* It is certainly to be recommended that officials be engaged as soon as possible after game dates are set and that contracts, which are usually required by state high school athletic associations be signed by both the school administrator and the official. Naturally the better officials will be more in demand than the officials with poorer ratings. Therefore, if a school wishes to obtain the best officials, it will be necessary to contact these individuals early. For football, this should be done in the spring, if possible, and in the case of basketball officials, the contracts should be made out in the early fall. Most state high school athletic associations have a bylaw which requires that the home school shall notify the visiting school at least five days before the contest as to who the officials will be. It is only natural that when the officials are procured one or two days before the game or in some cases the morning of the game, the visiting school officials may be somewhat critical.

2. *Who Shall Be Employed?* All other factors being equal, local officials should not be employed to work games. Regardless of how fair they may be, the fact that they live in the community of the home team is a point which is not easily overlooked by the visiting school, especially if the game is close and the rivalry intense. In some communities, it is a common practice to employ one of the two or three officials from the local community. In football, it is a rather common practice, in order to reduce expenses, to employ a local head linesman in the belief that this officiating position is not important and that his decisions cannot greatly influence the outcome of the game. Certainly this is erroneous, because in both basketball and football contests the ruling of any one official may decide the outcome of the game. Therefore, the employment of local officials in any capacity, as a general rule, should be avoided.

3. *The Trading of Games.* Coaches and administrators frequently trade games. This practice is engaged in when one coach has an open date and can be employed as an official in one of the nearby communities. In many cases, the person is not employed primarily on the basis of his ability as an official but because he has an open date, and the neighboring coach in the neighboring community also has an open date later in the season. This trade works out very nicely financially for both the coaches, but it is obvious that this practice is one that is not desirable.

4. *Frequency of Engaging the Same Official.* In some small communities, and in a few large communities as well, we are confronted with the practice of a school's employing one official, or the same official, for practically all of the home contests. Even though the official may be an outstanding one, this practice if continued leads to the belief on the part of the visiting coaches, players, and spectators that this particular person or official is a "homer", and even though the visiting team or school will approve this official, they sometimes do so reluctantly. It is recommended then that one official not be engaged for the entire home season of any one team.

5. *Use of Friends.* Occasionally we find coaches employing close friends to act as officials in their contests. This practice, as far as results are concerned, may operate in either of two ways. First, the friend may actually favor the coach in the close decisions. Secondly, in order to appear to

be perfectly fair and above criticism, the friend will oftentimes lean over backwards in his decisions, since he realizes that it is rather common knowledge that he has a close friendship with the coach. In either event, it is not fair to the participants or to either of the coaches for a close friend to act as an official.

6. *The Officials' Dressing Room.* If possible, the official or officials should be provided with dressing space which is isolated from both of the teams. If the dressing space for officials is quite near one of the teams, the passing in and out of the officials will interrupt the coach while he is addresing his team, and on some occasions the coach may make remarks which are embarrassing to the officials or to the players. In connection with the point on dressing rooms, it is suggested that a key be given to the officials upon their arrival in order that they may have free and quick access to their dressing quarters at all times. An extra key for a classroom or for a dressing room can be made for a very small cost, and it can be turned over to the official upon his arrival at the place of the contest. If this procedure is followed, it is not necessary before the game, between halves, or after the game for the officials to wait until the student manager, the coach, or the custodian opens the dressing room for him. A special effort should also be made to furnish the officials with clean towels.

7. *Time of Payment of Fee.* There are four different times when an official may be paid his fee. They are before the game, between halves, and immediately after the game. In addition to the times indicated, the official's check or fee may be mailed to him sometime after the game has been played. The writer wishes to suggest that the payment of fees be made immediately before the game. If this is done, it will not be necesary for the official after the game to have to seek the coach or the principal to receive his fee.

8. *Amount and Distribution of Fees.* As indicated in point two (2) above, one official may be just as important as another in a contest or game. If this assumption is true, then the fee for each official should be the same. A common practice in some communities is to pay the head linesman less than the umpire, and the umpire less than the referee. This practice results in officials of different abilities and qualifications working in a game, which, of course, is in opposition to the objective of having all three officials equally qualified to work the contest.

9. *Basis for Officials' Fees.* Ability of the school to pay probably is the best basis for establishing fees for officiating in secondary school athletic contests. Several state high school athletic associations have set standards which base fees on the amount of gate receipts. This plan seems to be fairest to the officials and to the school.

10. *Players addressing the Official.* Coaches should instruct their players to address an official if his name is not known, or if the player cannot remember his name, as Mr. Official. In case the official's name is known, he should be addressed as Mr. Smith or Mr. Jones, or whatever his name happens to be. The coach can, and should, set the pattern for the salutation in his introduction of his captain to the official. The use of the first name or nickname of the official should be avoided by both the coach and the players, regardless of how well known the official may be to them.

11. *Coach Addressing or Commenting to Official Before the Game, Between Halves, or After the Game.* The writer recently heard Henry Iba, famous basketball coach at Oklahoma A and M College, make a talk in which he stated that he made a special point of not talking to officials before, between halves, or after a game. Occasionally, coaches attempt to call to the attention of officials before the game that the opposing team, or a certain opposing player uses plays or techniques of play which should be especially watched for. These suggestions are entirely out of order. The writer futher believes that it is not to the best interest of the game for the coach to invade the privacy of the officials' dressing room between halves in order to raise questions concerning decisions that have been made. Such questions should be raised by the captain, who, once the game has started, is the official representative of the team. After the game is over, very little can be gained, except perhaps some personal satisfaction by the coach from disparaging remarks to officials. When the good official leaves the floor or the field, he knows whether or not he has worked a satisfactory game. A tirade by the coach cannot change a decision that was made on the field; neither do uncomplimentary remarks contribute to the best interests of the game.

12. *Conduct and Control of the Partici-*

pants on the Bench. A whole article could be written on this point, and it is really unnecessary to point out that the conformance of the coach on the bench to the highest standards of good sportsmanship contributes greatly to the sportsmanship displayed by the players and also by the spectators. It is not always easy to control one's emotions in closely contested games. However, it is the responsibility of the coach to set an excellent example for his team and its followers. It is a well recognized fact that the pattern of conduct set by the coach is the most important single factor of the many factors which contribute to fine sportsmanship being displayed by the players, by the student body, and by the patrons and friends of the school.

Present day interscholastic athletics is faced with the problem of improving sportsmanship at interschool contests. In this article an attempt has been made to list a number of suggestions which will aid in solving this problem.

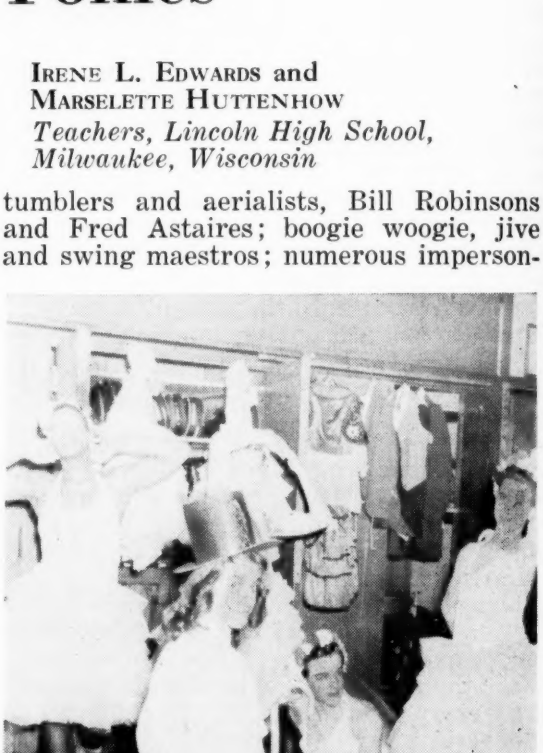
Our High School Follies

IRENE L. EDWARDS and
MARSELETTE HUTTENHOW
Teachers, Lincoln High School, Milwaukee, Wisconsin

FOLLIES are no folly at Lincoln high school, Milwaukee, Wisc.; They are the culmination of the year's curricular and extra-cirrucular activities. Introduced two years ago by Principal Earl N. Fricker, they are the fabulous result of a program of exploring for hidden talent in Lincoln high school. From the tiniest seventh grader to the most sedate faculty members, every one is "in" on the follies.

This venture began when Principal Fricker was seeking worth-while as well as entertaining activities to be carried on during the noon lunch hours when students felt the need of recreation and relaxation. Movies, community singing, dances, health talks, science and sports demonstrations were desirable. But our principal, a progressive educator, wanted a program that would offer opportunities for more individual partipitation. Basis for this desire was his philosophy that "No one can do everything, but everyone can do something."

"There must be hundreds of students here at Lincoln who have talents that we don't know about," he told the Student Council. "Why don't we do something about this?" Following his suggestion, this alert organization formed a Hidden Talent Club. They urged students to reveal their own talents and those of timid souls who would not come to the fore. Before the close of the semenster these persistent scouts had unearthed a veritable gold mine of Hildegardes and Lena Hornes, barber shop quartettes and harmony trios, whistlers and harmonicans, tumblers and aerialists, Bill Robinsons and Fred Astaires; boogie woogie, jive and swing maestros; numerous impersonators, magicians, ventriloquists and comedians, and several aspirant Kay Kysers and Cab Calloways.



When Boys "Dress Up"

This parade of talent brought out during noon-day activities created the desire

to put on a show for the public. This production, the Follies, has now become an annual all-school event.

The Follies of 1948 built around a carousel, carried out a circus theme with all the atmosphere of the Big Tent. Members of a swing band rode the carousel. A canibal chieftain vied with a Tarzan for the limelight. A band of clowns roamed through the audience. Circus acts were interpersed with song and dance features. Stealer of the show could have been a diminutive Harry James with his trumpet or a baby Al Jolson whose blond curls tumbling out of her high silk hat gave away her identity.

Follies Orchestra in Action

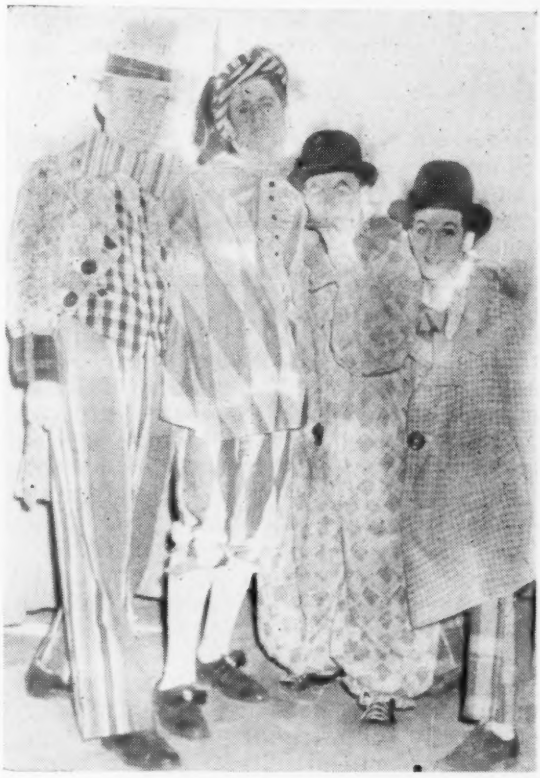
As the audience applauds act after act, little did anyone realize that here some child is having his once-in-a-lifetime opportunity to appear behind the footlights. Another may be making a debut to a professional career, while others are simply having a circus.

Nor does the audience realize what goes on behind the scenes before the follies are produced. There is a philosophy underlying its production which benefits not only the individuals in the show, but also the entire school and community. Students learn lessons in democracy while they have fun.

"You gotta have what it takes to put on a show like the Follies," one student explained. "You gotta have talent. Sure! But you gotta have the cooperation of the whole school. That's what we have here at Lincoln."

Hundreds of the 1700 Lincolnites work together in "thinking up" a central theme, creating acts, inventing dance routines, arranging musical scores, designing costumes and scenery, constructing stage sets, writing gags and patter, making up "business" for the clowns, and studying lighting effects, before the curtain goes up on the finished production.

Students criticize, evaluate, and improve the show as rehearsals continue. Acts are eliminated, others substituted, and new ones created. Students learn to give up their personal preferences, even their own acts, for the good of the show.


Costumed for Vodevil

When the production is ready, hundreds of students sell tickets for the big event of the year. Financially the follies can mean

much to the school. Odds and ends that are not provided for by school funds can be financed in this manner.

On the final night a skillfully drilled corps of ushers called the "Service Club" escort patrons to their seats and maintain incomparable order by no noticeable method except by being in order themselves.

While all the fun goes on, the faculty add up other values that accrue to their school as a result of the follies.

"A busy student is not a problem," says Principal Fricker." He doesn't need so much supervision. He isn't tardy nor absent because he doesn't want to miss rehearsals. He won't lag in subjects because he must have passing marks if he takes part in the follies. He is not a disciplinary problem for the same reason. He is learning to be a good citizen while he is having fun."

Most schools have always given kudos to the students who are gifted in music, art, and dramatics. They have given letters to their outstanding athletes and honors to their students with exceptional intellectual ability. These are a small per cent of the school. We have found a way to let a larger per cent shine.

If educators ask for an activity that will include all departments and all personnel and will alleviate confusion in a school system, we say, "Let's have a circus."

The Young and Growing Student Council

(*Continued from page* 7)

participation in cooperative procedures and will be in itself an educative process. *Anything that the students can do well themselves should be left them to do* seems to me a cardinal principle for evaluation of student council activities.

6. *To be effective, student government must be given areas in which to act without being subject to the veto power of the principal.*

If there is no area in which the student council can effect its own responsibility, it naturally follows that an evaluation of the student council will in reality be an evaluation of the principal's attitude toward the council. Surely, we must have the principal's veto over any student council legislation which infringes on his position or authority. By the same token, a relationship between principal and student council that is often concerned with the veto power is, in terms of my experience, indicative of a climate not too favorable to the growth of student leadership. It is consistent that the development of cooperative relationship between principal and council should establish some areas in which the council *feels* it can be in effect autonomous, in which its responsibility is ultimate, until such time as results prove its inability to discharge that ultimate responsibility satisfactorily. As one successful principal has written, "We have tried to stress the idea that the real power of the student council resides in the quality of its leadership."

Too many restrictions placed on the student council, either in activities or eligibility, may result in interference with democratic planning and at the same time place undue emphasis on the academically pliant pupil. Adults should expect that pupils will make some mistakes. Earl Kelley has written, "If students always have to be right before they undertake anything, they will not get much done. They are as quick as adults in learning from mistakes."

This consideration of one phase of appraisal of student council functions and activities has been necessarily brief. It has indicated that only by inquiring can we learn the attitudes and opinions of students toward their own form of student government. What is done about this knowledge after it is learned depends on the degree of cooperative relationship between principal and student council, and the opportunity offered by the educational leadership of the school for pupils, faculty, and administration to work together for the sake of developing the ability to work together. This is another way of saying that our American future depends on "the power that is in men's souls" and on how it may be reached for mutual benefit.

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim
  him,
Worse when they despise him.
Fail to honor people,
They fail to honor you,
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

Fiesta—Was It Worth the Work?

MARJORIE GRAFFLIN
English and Journalism,
Western High School,
Baltimore, Maryland

IT was impossible to conduct opening exercises. What was the deafening noise in the corridor?

We peered out the door. There stood a handsome guitar player surrounded by an excited group of girls. They were shouting and singing:

"See *Carnival Capers* . . .
Come to *Fiesta!*"

A ripple of laughter swept over the homeroom group, and students went off to their first period humming, "Come to *Fiesta!*"

Western High School's faculty members were well aware there was a *Fiesta*. Since the first day of school we had been shouldering our various assignments, manfully if somewhat grimly. But—an outbreak like this in the midst of established routine! We shook our heads.

Two days later it happened again. *Bang! Bang! Bang!* This time the halls were filled with girls carrying hammers. In every available place was a sign:

"Who?"
"Be-in-it."
"Carnival"
"Fortunes."

It seemed very silly.

But the worst had not yet come. We recieved a signed note from our principal: "*Feista* participants are to be *excused from classes* for dress rehearsal!" We gazed bewilderedly over our half-empty class rooms.

"Where's Connie?"
"She's the villian in *Bertha.*"
"Where's Janet?"
"She's a drummer in the orchestra."
"Where's Shirley?"
"She's on the costume committee."

Faculty mutiny seemed imminent!

Yet the whole thing was beginning to make us a little curious, too, and in our free period we sauntered down to dress rehearsal.

The stage was all charm and color; the cast of *Gay Seville* was rehearsing.

"Those girls got all those costumes themselves." explained Mrs. Pointer, the music teacher.

We found it hard to believe.

"Why, this whole performance," she gloated, expanding under our admiration, "cost less than $2.50. And $1.28 of that went for wire to hang those paper lanterns on!"

"When the players in *Carnival Capers* appeared, we found the faculty were expected to be *good sports.* The orchestra was introduced as "Diefenbach's Dilly Doodlers." (Mrs. Diefenbach led them through a swing number without flinching!) Then they brought in a donkey, Socrates, who immediately spotted a teacher in the audience.

"How old is she?" asked Herman, his trainer; and Socrates started a double tatoo with his feet.

A doctor came next and held up a magic pill for our inspection.

"It's marvellous!" he explained. "Why, it will even make a teacher into a human being!"

By now the newspapermen had arrived, and rehearsal promptly threatened to become nothing but a field day for photographers. An hour ticked by, two, three—the cameras were still clicking; and Miss Wood, the Publicity Chairman, was having the busiest day of her life.

And as the cameras clicked and the casts rehearsed, the whole school seemed to be drawn closer together. Above the heads of the performers appeared a ladder with Mr. Linsenmeyer, the custodian, on top. He was hanging a star among the lights of Seville. Halfway down the auditorium stood Sam, the handyman, leaning on his broom and watching. Through the opened door peered the cafeteria helpers on their way home from work. The small children from the neighborhood gathered outside the school, and some actually managed to slip inside.—Yes, Western was having a *Fiesta!*

Next morning, we went to visit the rooms where the students were making ready for the bazaar.

Tempting odors came from Home Economics quarters. We saw lemon pie, hot rolls, chocolate cup cakes, fruit cakes, fruit conserves. In the other Home Economics rooms were hung rows on rows of exquisite aprons, hand-woven cloths, knitted

caps, scuffs, place mats.

Across the hall from the sewing rooms Miss Kellum looked up pleasantly from a poster she had been inspecting. From the hands of students and those of Miss Poteet had come scores of handsome posters. These had brightened our halls, filled the neighborhood stores.

We went into the next art room, and at almost every step we stopped, exclaiming at the lovely things the girls were making. There were delicate shell earrings, hand-painted trays, colorful book marks. It was only when Miss Picker, the teacher in charge, had explained it to us that we realized that the materials for these objects had cost very little. The book marks, for instance, were tongue-depressors; the handpainted pin boxes had once contained typewriter ribbons!

In the grab bag room the grab bags were prettily arranged on a kind of push-cart.

"How many grab bags do you have?"

"Eight hundred!" beamed Miss Duvall.

"Nine hundred!" corrected her committee; and Doris Creandall looked up briefly and added, "That's work!"

And in those two words, Doris, covered the whole *Fiesta!*

Certainly it was work for Miss Shantz, the general chairman of the affair; certainly it was work for Miss Wellener, the *Fiesta's* treasurer, and for every faculty member whose job it was to supervise one of the many projects.

And for the person whose whole idea this affair was, the principal, Miss Coughlin, certainly it meant untold work and worry for her.

"Why have a *Fiesta?*" we asked her.

"To raise money, of course," she explained, "for needed school equipment which the School Board hasn't funds to supply. But," she smiled, "it's more than that. It's the one annual affair where the whole school and the community work together. It's sort of a neighborhood party!"

As the fateful day drew near, there was one question we kept asking one another. "Will it be a success?"

Walter, the janitor, looked up from some extra work he had been given to do and exclaimed, "We've all worked so hard on it! It's *got* to be a success!"

And it was!

When the doors opened at four o'clock in the afternoon, people had already begun to gather. They moved among the bazaar tables, sampled the hot dogs and "cokes", lined up for the four-thirty performance of the "mellerdrama," *Bertha, the Beautiful Typewriter Girl.* By five o'clock those who had purchased supper tickets were heading for the cafeteria and a delicious turkey dinner.

But it wasn't until dinner was over, between six-thirty and seven, that we realized how right Walter's prophecy had been. The halls were suddenly dense with people —fathers, mothers, little sisters, older brothers, neighbors, alumnae, faculty from other schools. It was all we could do to clear a space for the band when it started its parade down the corridor toward the auditorium. The auditorium itself was overflowing—for *Gay Seville,* the musical the Glee Club had prepared; for *Carnival Capers* (there were over a hundred Sophomores in that); for the second performance of *Bertha.*

About nine o'clock half the crowd began disappearing upstairs to the dance, and at about the same time stand after stand in the bazaar began selling out. The hot dogs sold out, the ice cream sold out, the Coca Colas, the shell jewelry, the potted plants, the second-hand book store, the knitted scarfs—there was almost nothing left!

A little after eleven-thirty all the visitors had gone; and at midnight Mr. Linsenmeyer was able to finish his last big job, close up the building, and go home.

Had it been a success?

"Yes!" chorused the enthusiastic students.

"Yes," admitted the general chairman, still looking somewhat weary.

"Yes," said the Publicity Chairman, glowing at the report that over 3000 people had attended.

"Yes," admitted the Financial Chairman, her eyes on the balance sheet which showed a big profit.

"It was perhaps one of the most successful things the school has put on," said the principal.

Was it worth-while?

"Anything," said Miss White, a counsellor, "which gives the students a chance to use their talents in a wholesome manner is worth-while!"—and it had certainly done that.

"Wasn't it a student, Joan Marcus, who taught other students to make shell jewelry? Didn't another student, Toby Klein, train the tap dancers in *Carnival Capers?* Weren't most of the publicity stunts work-

(*Continued on page* 28)

For Help in Choosing a Club

THELMA STEINBERG
Teacher, McKinley Junior High School Brooklyn, N. Y.

ASSUMING that in each junior high school the pupils will to some extent have the opportunity of selecting a club, there will arise certain questions in the minds of both pupils and the administrators of the club program.

One of the values to be achieved from participation in a club program should be the development of the ability to choose clubs intelligently. "How can the student be helped in learning to make his selection with certain criteria in mind?" is a thought on the part of the faculty which parallels "Which club shall I choose?" of the students. In order to fulfill this aim, it is necessary to provide the students with aids that will guide them effectively. These aids may vary according to the needs of the individual students which might be determined by the following factors:

1. Interests of the students
2. Familiarity of the students with the school and its activities
3. Maturity of the students with respect to club activities

In general, there are certain activities which should be helpful to students choosing a club under any circumstances. The basis for guides in selecting a club should lie in the previous experience of the student. There can be no intelligent choice without a knowledge of the aims and activities of each club offered.

Whose point of view is to be considered if there is a marked discrepancy in the ideas of the pupils and the faculty sponsor? Which views are to be considered valid? Too, for the purpose of selecting a club, a student might be more successful in utilizing another pupil's point of view.

The methods of presenting this guiding information to the pupils may vary. A student assembly may be devoted to the activities of the clubs of the school. If the number of clubs is small, representatives of each one may have an opportunity to give their point of view. If, however, there is a wide choice, all of the clubs may not be represented, and a partial view does not carry out the purpose of the program.

Another means of presenting basic information to encourage intelligent choice of a club is through the school newspaper, magazine, or handbook. It seems, however, that an ideal method of carrying out our purpose of aiding the pupil to develop discrimination in choosing his group lies in the use of mimeographed material. Circulars should be prepared containing statements written by one or more pupils of each club. These are to be distributed to each student when the time has come for him to select a club. Below is a sample of how this material may appear as based on what several junior high school pupils have written about their clubs:

ART CLUB

We do drawings and posters for the school and we make puppets. The purpose of our club is to help us learn to draw much better.

BOAT BUILDING CLUB

The purpose of our club is to design boats and make them. We make our boats with many tools. We do not make our boats as we go along, but we follow our design. That is one thing we learn.

CIVIC LEAGUE

Aims to better the school in many ways such as in appearance, and mainly to help our school keep clean.

DRAMATIC CLUB

The purpose of the Dramatic Club is to get plays, learn them, and give them to the school. The Dramatic Club is to teach boys and girls to act in plays. We gave a play called "Rebecca of Sunnybrook Farm."

ELECTRIC MAINTENANCE

The aim of our club is to teach the boys a few pointers about electricity. The boys bring in appliances, and we are shown how to repair them.

GLEE CLUB

We learn songs and entertain people on special occasions like Christmas, Open School Week, and others. We have lots of fun learning different songs. The Glee Club also serves the school in many ways.

MAPMAKING CLUB

We make maps. One of them is of the park. We go to the park, take notes, and survey it.

After we have made the map of the park, we make a table model of it. We know how to make maps for the Boy Scouts.

PHOTOGRAPHY CLUB

We go to the park and take pictures. We are taught how to take good pictures, and we are shown how to work a camera. We will be taught how to develop pictures as soon as we get chemicals.

SCIENCE CLUB

The aim of this club is to review science and learn things that you didn't know. In club we are making models of cars which run by jet tubes. This last club period we went to room 419, and the teacher there explained an airplane that he had made.

TYPING CLUB

Our typing club is composed of girls, since many of us in later years would like to become typists and this is good practice for us. We write letters and practice on the keyboard.

If such information is mimeographed and distributed to each pupil, this will help him, since just the name of a club does not tell him everything he should know. Naturally, as club organization changes, the club circular will be revised. This method is useful, regardless of the various difficulties which might be encountered in the club program. It should be a part of the program.

There is a definite need for careful consideration on the part of the pupil in the choice of a club. The school should provide means of helping him to select his club intelligently. This may be done through club assemblies, school newspaper, magazine, or handbook, and exhibits of club work and *through mimeograped club circulars.*

A Town and School Put on a Show

ALLAN E. MAAG
Instructor in Junior College
Arkansas City, Kansas.

SINCE 1928 the Hallowe'en season in Arkansas City, Kansas, has been capitalized into a demonstration of talent, trade, and tricks. It is a community-wide project involving the business interests, the civic organizations, and the schools. "Arkalalah", they call it. In many respects it is more than a one-city affair, because communities in a radius of sixty miles are involved. Each sends a queen to represent it, according to a plan laid down by a planning committee. Many communities send their bands, drum corps, and other school organizations to amplify the jubilee.

The big two-day event opens with the coronation ceremony, at which time Queen Alalah is revealed, crowned, and presented to the visiting queens. The position of Queen Alalah is a highly esteemed one, thus making this event quite a gala affair.

The City Schools of Arkansas City play a major role in the coronation feature of Arkalalah. The reigning queen is always selected from the sophomore class of the local Junior College by a city-wide distribution of secret ballots handled by the school officials. The outcome of the selection is held a total secret, even from the queen herself, until the moment the Coronation program begins. There is always a big question in everyone's mind as to who, how and when the queen enters upon the scene; this never fails to add color, mystery, and community-wide interest.

Everything about the coronation proceedings and the entertainment which follows is produced, by or under the immediate direction of, the public schools. The queen's costume is designed and made by one committee. Other committees work on stagecraft, dancing, music, dramatics, pageantry, pomp, and circumstance of all descriptions. These committees are selected from all school levels, from kindergarten through the Junior College.

A steering and planning committee is named to decide upon the central idea. School officials are then delegated to sponsor each phase of the production. In doing this task, the school system has an unusual opportunity to show its ability to create, develop, and present community talent, and the praise from all over is testimony of a job well done.

The coronation ceremony and entertainment last from an hour to an hour and a

(*Continued on page* 30)

Education for World Citizenship

IRENE MAY METH
Instructor in Economics and Political Science, Sullins College, Bristol, Va.

WE, the members of the United Nations Club of Bronxville Senior School, do establish this constitution and recognize it to be an authoritative and honored document of our organization. We realize the tremendous importance of our club in trying days such as these, when a new order is striving to be born out of the misery, destruction, and desolation of a war-torn world. Therefore, as members of the United Nations Club, in order that we may obtain a working knowledge of the United Nations, this international organization for the promotion of peace, that we may have a broader understanding of and interest in other nationalities and peoples of the world, that we may be capable of interpreting the happenings at the United Nations Conferences in relation to our present-day problems, and that we may develop a sincere interest in and appreciation of history and the role of the historian in modern society, we do ordain and establish this Constitution for the United Nations Club of the Bronxville Senior School.

So reads the preamble of the constitution of an extra-curricular activity initiated, organized, and run by the students of Bronxville, N. Y., Senior School with the help and advice of some of this institution's internationally-conscious, world-minded teachers—teachers who teach pupils, not history, English or Latin.

Bronxville is one mile square, has a population of 7,800. It is a typical American community with all the assets and liabilities of every other Hometown, U. S. A. It has its right and wrong side of the tracks, its socio-economic distinctions, and its racial and religious prejudices. But it is one step ahead of many other sections of our country. Its inhabitants are up-to-date on world happenings. They are aware that Moscow is but 60 hours from New York and that breakfast in London, lunch in Paris, and dinner in Tulsa, are no longer visions of the future, but stark reality.

Bronxville may not be a throbbing metropolis, but it is not a backwoods community. Its inhabitants not only read the front page of the newspaper, but the back pages and in between the lines as well. These people know that riots in India, starvation in France, and the policy of the "iron curtain" in Russia will have repercussions in their nation, their state, and their town. The peasant cries out for bread, freedom, peace; the worker slaves for a decent standard of living and a place he can call home; and the professor pleads for cooperation and unity of action—while Vishinsky and Marshall attack each other in the "Parliament of Man". International understanding— a knowledge of the comparisons and differences of all the races, peoples of mankind—is the only salvation for a sick and disintegrating civilization.

What is the United Nations, this only hope for peace in a world that has just emerged from the unbelievable horrors and destruction of global warfare? The younger generation has been handed an unfinished assignment—that of knitting together a community of nations we older Folks have torn asunder. The girls and boys of Bronxville Senior School are attacking the problem in a scientific manner. They want to know first what we have done up to 1948. Then they can evaluate our work and carry on from where we left off. One of our contributions to our children's welfare has been the setting up of the United Nations. This international organization—its structure, purposes, accomplishments—should be familiar to every man, woman, and child in every land, to every human being who calls himself civilized. Yet a recent survey showed that 33% of the people of Cincinnati, Ohio, had never even heard of the U. N.

In September, 1947, at the beginning of the school year, several of the senior boys and girls of Bronxville Senior School drew up a list of objectives and plans for a "United Nations Club". This club, which is open to any student in the high school sincerely interested in the activities of the United Nations, is a far cry from the traditional, academic, so-called "club"—the club which is actually an extension of classroom work in some major subject.

The Bronxville Senior School has a remarkably comprehensive program for its youngsters. These girls and boys *do* live their lessons. "Education is not preparation for life, it *is* life." For many years the groundwork for a United Nations organization had been laid— through student forums, trips to United Nations

(*Continued on page* 40)

ASSEMBLY PROGRAMS for OCTOBER

C. C. Harvey
Salem, Oregon

A major project this year of the United States Office of Education is the "'Zeal for Democracy" program. The advisory group for this program, consisting of leading educators from all parts of the country, have made certain recommendations for the consideration of American schools.

The educators suggested that schools everywhere carry on an intensive campaign to inform students of the developing world crisis, and of the need for strengthening American democracy. They proposed a program for both long-term planning and "immediate adoption". Listed as Item Number 1 on the latter is the following, which seems pertinent: Institute frequent assembly programs to inform students of the development of world events. Use the assembly to dramatize and make realistic the ways and ideals of democracy. Forums and panel discussion of current problems, programs which portray important historical scenes, map talks, etc., are particularly helpful.

These ideas are in complete harmony with the underlying philosophy of this department.

PROGRAM SUGGESTIONS FOR OCTOBER

Week of Oct. 4-8: A Student Forum or Junior Town Meeting Assembly

An account of a successful assembly program of this type has been reported by Sidney G. Suddendorf, Chairman of the Assembly Committee, Rochester Senior High School, Rochester, Minnesota. The report follows:

We have had much discussion in our high school regarding the town meeting assembly, and I think we have proved their worth here by the two we have held so far. This type is a thoroughly stimulating activity in which the entire student body may have a part and may hear student problems discussed by students for students.

In order to open the activity for the entire group, one homeroom group furnishes pages who bring written questions or opinions to the moderator, who classifies them and turns them over to the students on the jury or panel.

Ours is a modified type of town meeting in which a panel of social studies students gives a short introduction to several divisions of the main topic. A jury of students who have heard the introductions previous to the assembly formulates significant questions or suggestions to be asked to the assembly. When the jury has questioned the panel and some discussion has been carried on, the meeting is opened for questions from the student body directed either at the panel or the jury members.

Both panel and jury are developed in the social studies classes, and some discussion is carried on in the homeroom previous to the assembly.

Students on the panel and jury meet with the speech instructor once or twice for pointers on delivery and stage presence.

The last town meeting topic was "Our Responsibilities as Students in a Democracy." Topics given by the panel were: "Our Responsibilities as Students," "Our Responsibilities to Our Parents and Family," "Our Responsibilities as Citizens of the Community," "Our Responsibilities which Reach Out into Time and Space."

As was natural, a discussion of "Liberties" and "freedom" soon developed, prompted by student questioning, and the panel and jury took the subject right down the line as it applied to each one's special topic. They discussed the extent of liberty, with the abuses that are inevitable in an organized society, in the home, the school, or the community.

We were proud of the students, and they felt proud of themselves for being able to discuss an important topic openly, sensibly, and orderly. The assembly was a favorite with student body and teachers alike.

Week of Oct. 11-15:Program Dramatizing "A Day in Our School."

A program of this kind should give students a greater appreciation of their school as well as an insight into more of its activities. It wlil require careful planning but is of such a nature that both students and teachers will enjoy the work of preparing for the program. The idea came from V. G. ONeil of the East High School, Aurora, Illinois, who reported a similar program in that school. The account of the program, entitled "A Day at East High," is given below:

Besides being one of our most successful assemblies, "A Day at East High" was also a most enjoyable one for both those who saw it

and those who participated in the program. The entire performance consisted of ballet steps and pantomime. No scenery whatever was used Yet the action was simple enough to convey easily the meaning to the audience.

In keeping with the theme, actual school circumstances were depicted, including scenes in the locker room, homerooms, a math class, a music class, activities in the machine shop, working on the school paper, and a finale showing all these groups.

When the curtain opened, several girls entered the locker room, yawning to the strains of "Morning". Having removed their coats, they watched several tardy friends rush in to "Minute Waltz". The male friends came to escort the girls to various classrooms.

A typical problem was then shown by a boy who came on the stage, loaded with textbooks, dropping and picking them up to the tune "Pizzicato". To add to his difficulties, two girls entered, smiling coyly. Their flirtations and his indecision as to which to choose were danced to a polka by Shostakovitch. As the bell rang, all three exited.

Participants in the math class included a teacher, six pupils, and approximately twenty girls wearing cards with various digits and mathematical signs. The "numbers" came in to "Narcissus" and throughout the class period formed various equations which the teacher called upon the students to solve. Formation of the problems and students' attempts to answer them were danced to "Dance of the Orange Tarts."

Students with drawing boards entering to "Pavanne" comprised the art class. When they had reached their places, the music was changed to "Idilio" and a model came into view wearing a beautiful old-fashioned gown. The artists sketched the model to Debussy's "Reverie" until class was dismissed.

To depict the music class, a large group filed on stage to "Parade of the Wooden Soldiers." A student rather resembling our own music teacher then led the class in singing the scales, after which they harmonized in "America, the Beautiful." A dance, "'Turentelle," was also given by members of the group to demonstrate foreign music.

Since we have just recently added a machine-shop course to our curriculum, it was especially important that we include its activities. To the tune "On the Trail," several overall-clad boys entered wearing identification cards. Included were the teacher, shop men who care for the tools, and those who operate the drill press, punch press, and lathe. Each boy performed his job in pantomime to the "Anvil Chorus." Concluding the routine, the boys exited to their original music.

The finale pictured the entire cast preparing for the program, each doing its own steps.

Such a program as this is valuable to the students because it develops creative ability and co-ordinates many talents. All planning of the dances, music and action was done by students of the East High drama classes. Ninety-eight persons participated and suggestions were offered by other students. Special credit for the success of the program is due Marilyn Chambers, Nancy Knickerbocker, and Donna Connors, choreographers; and Arlene Thomas and Jane Burkhart, pianists.

Week of Oct. 18-22: Football Rally Assembly Program.

It is customary in many schools to have a program sometime in October, when the football spirit is at its height, of the kind usually called a "Booster," "Pep," or "Rally" assembly. There are many ideas which can be carried out in such a program. Two distinct plans are suggested in the accounts published this year. The first is a description of a program presented last October at the Kent State University High School, Kent, Ohio, written by Juanita Colston of that school:

Previous to the annual football game with our city rival, it has been customary for the senior girls to present a humorous interpretation of the game as an assembly program.

Last season, a committee was appointed to plan the different plays to be used during the game and to arrange other aspects of the program. After a skeleton of the program was completed, the girl members of the class convened to cast the parts. Girls who had ability to portray particular characteristics of the football players were chosen for the two teams, as were waterboys, managers, band members, referees, and an announcer.

The chief properties consisted of borrowed football uniforms and band instruments. Items of clothing and minor equipment other than uniforms were secured by the individual girls using them.

The program started when the announcer, dressed in an old felt hat and a man's raincoat, acquainted the audience with the "players" and general setting for the game. When the referee's whistle blew, the game started with a tackle play, and ended abruptly with a pile of girls in football uniforms lying on the floor half stunned. When they had composed themselves, they went through several more plays showing how it was hoped the rivals would fumble the ball. The score at the end of the half left the

rivals in an embarrassed state, and the home-team modestly walked off with all the honors.

During the intermission, the rival team's "Pep" band made its appearance. The smallest girl in the class played the bass drum and tuba. The members of this band were not chosen for musical ability but occasionally they hit a harmonious note. These girls "stole the show" because of the nonchalant and bedraggled manner in which they presented the visiting band. The home band, too, then made a big hit with their spirited entry playing the school song.

After this intermission, the game was finished with the rivals still scoreless and the coach of the rival team in such disgrace that he shot himself (with a cap gun). This climaxed the program. Whatever was lacking in the preparation for this program was made up by the enthusiasm of the participants.

The account of the second program, called a "Float Parade Assembly," was written by Clara Carlson, United Township High School, East Moline, Illinois. The report of the program follows:

Assemblies, how we love them! We like them especially at United Township High School where Friday assemblies offer everything from gay reviews and breath-taking dramas to float parades. Yes, that's right, float parades—miniature, of course.

The annual miniature float parade is held the afternoon before the biggest football game of the year. Each homeroom works wholeheartedly to invent a float which will win one of the three trophies presented on a basis of humor, beauty, or originality. The trophies are quite fittingly, miniature gold cups. No one really cares too much if his homeroom doesn't win a cup, however, for it's such fun to make the floats that the job would unquestionably be cheerfully done without thought of reward.

The tradition surrounding the event also lends added flavor to the occasion. For instance, no one can recall a time when the senior homeroom didn't win the trophy for the most beautiful float. This is such an honored tradition that each year the seniors try to outdo the senior class from the previous year.

After several weeks, during which time all homeroom doors are safely guarded and each student wears a look of confidence shadowed by only the merest thread of a doubt, the fateful day arrives. First the dean of boys, who is in charge of the program, comes forth to announce

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the order of appearance over the suppressed din from backstage. At UTHS we are luckier than most schools in that we have a combination gymnasium and auditorium. There is plenty of room, therefore, behind the curtains on the basketball floor and bleachers to get the floats in some semblance of order. Another great asset to the presentation is the music provided by our own pep band.

In place of a float in the usual sense of the word, some of the homerooms present their offering in the form of a mock wedding with East Moline the groom and Victory as the bride. Just as often there is a premature funeral complete with bier and mourners for Moline, our greatest adversary. Even though these are held in nearly every float parade, they never seem monotonous, for such variety and originality are used that only a seasoned veteran at such affairs would ever notice the similarity.

Usually the most pressing problem confronting the actual makers of the floats is how to find a method of transporting their works of art across the stage in the most effective manner; everything from wagons and baby carriages to bicycles, grocery carts, and boxes on roller-skates. Sometimes the students get really desperate and use that age-old method of transportation—the human foot. In their zeal, they have been known to get a little over-exuberant. For example, a live pig was once brought on the stage in an effort to depict a pigskin in the true sense of the word.

No matter how amateurish or involved some of the crepe paper festooned and beribboned floats may become, however, everyone has a great time—except perhaps the judges who have to chose the three best of all the wonderful and sometimes hilarious entries.

Week of Oct. 25-29: Science Demonstration Assembly.

The science department is a potential source of assembly programs which are both educational and interesting. Activities are carried on by almost all science classes and clubs which can be expanded into assembly programs. Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C., encourages its member clubs to plan and present assembly programs related to topics of scientific interest.

A report of a science demonstration assembly has been contributed to this department by Miss Olive Robinson, sponsor of the science club, Central Park Junior High, Schenectady, N. Y. The account, which should be suggestive of what can be done by a science class or club, follows:

One of the most interesting, informative, and satisfactory assembly programs last term at Central Park Junior High was sponsored by the science club. This club meets once each week, and the twenty-five members perform experiments. Looking ahead to their program, the members began earmarking experiments to demonstrate which were interesting and at the same time would show up well from a stage in a large auditorium.

As the date for the program drew near, committees were chosen to write "the patter" to tie the show together; to organize materials, and to engineer all activities. A stage manager, property manager, and electrical technicians were also selected. The pupils who were chosen to perform experiments worked in pairs. Every member of the club had a definite duty to perform; the success of the program was important to everyone. The apparent interest of club members in their tasks gave the audience the right "mind set" immediately.

The stage was set to depict a famous laboratory, "Central Park's Laboratory," the head of which was the club president. Apparatus for the various experiments were set up on tables of varying heights to allow for audience visibility.

To this laboratory came a scientist, "Dr.

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Weinstein" and his assistant "Dr. Eckel," (the likeness to Dr. Jekyll was purely co-incidental, as the boy's name is really Eckel.) The visitors arrived through the auditorium rather than by stage entrance, and as they approached the platform were surprised to be greeted by a burglar alarm and then an armed guard. "Dr. Garling," the club president, rescued the visitors and then had the inventor of the alarm, which was worked by a photo-electric cell, explain it.

From this point on the visitors were shown the various demonstrations, which were explained scientifically by each team. Demonstrations began with hydrogen filled balloons and air filled ones which were rubbed with wool to produce static electricity so they could be stuck to the back drapes. There they stayed, to give a spot of color throughout the program.

A mercury vapor lamp was made in a flask from which the air had been pumped. Next an "atom bomb" was made from magnesium powder and potassium nitrate. (The maker of this left so hurriedly some of the audience thought he felt the effect of his bomb! He really left to take some pictures.)

A jet propelled racing car held in place by a wire on a long table, was given power by carbon dioxide catridges. The car was built by a club member.

A miniature volcano of plaster paris over a screen in which chemicals were lighted obligingly "erupted" to be admired by "Dr. Weinstein" and his assistant.

The stroboscope showing white marks on a black disc rotated rapidly. Neon bulbs were used to make the discs appear to stand still as current fluctuated.

Last experiment was literally hair-raising as an electrostatic generator was used successfully on a club member. This was the one time "Dr. Eckel" did not agree with "Dr. Weinstein" in thinking the demonstration was "wonderful". "Suppose," said he, "the boy had been wearing a toupee!"

At the conclusion of the demonstrations, "experts" from the club answered questions which had been sent in previously by members of the student body. Students whose questions "stumped the experts" were awarded prizes.

This program was later repeated on request at a parent-teacher meeting.

ASSEMBLY IDEAS OF GENERAL INTEREST

Reports on assemblies somehwat of a general nature are occasionally received from schools. Two such reports are presented below. The first is from Colin Kelly Junior High, Eugene, Oregon, and was written by Mr. Lester Beals, Principal. The second, from Robinsdale, Minnesota, High School, was contributed by the Auditorium Committee of that school. The reports follow:

Colin Kelly Junior High. Practice and theory agree that the assembly serves an important function in the school program. Through the assembly, students and faculty are made aware of some of the things that are going on in different departments. The assembly offers students an opportunity to originate, organize, and present programs for their fellow-students. This develops poise, responsibility, and initiative. Outstanding programs are brought in which broaden the educational and cultural background of students. Students learn how to conduct themselves as intelligent members of an audience. Finally, the need for a recreational and unifying experience is met through the assembly program. This, in general, is the philosophy behind the assembly program at Colin Kelly Junior High.

The assembly steering committee in this school is made up of three members of the faculty and three from the student council. This committee sets up a tentative assembly schedule that is revised and adapted as needed. Included in the schedule are the programs, six in all, contracted for through the National School Assemblies. Also included on the schedule are several programs growing out of classroom situations and school activities.

One of our best assemblies is held Friday of the first week in the term. This is primarily an orientation program to make new students familiar with school traditions, to give them a feeling of belonging, and to welcome both old and new students. Skits are presented showing

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various things about the school, school songs sung, and cheer leaders presented.

One of the most interesting and educational programs was built around a panel discussion of the Marshall Plan. The panel was formed from all social living classes which had previously discussed the topic.

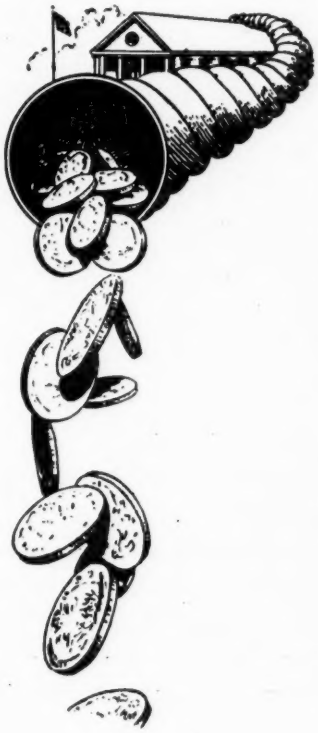
The actual mechanics of our assembly are handled entirely by students. A crew has charge of setting up the seats; stage and lighting crews have charge of lighting and arranging the stage. The student body president presides at all programs which usually begin with presentation of the Flag by a Boy Scout and singing the National Anthem. Details are carried out by these groups with little faculty supervision.

We consider assemblies a very important school experience for pupils. The programs cut across and draw on so many activities and interests of the entire school that our assemblies might well be called "the heart of the school."

Robbinsdale High School. When a student hears mention of an auditorium program, usually the first thing he thinks is "Oh boy, no class"! When he is finally seated, though, he wants something more than a free period. Providing programs that are really educational and interesting for high school pupils is no easy task. They demonstrate much more vividly than adults whether they are being bored or entertained.

The job of getting entertainment at Robbinsdale is divided between administration and students. The school itself obtains the greater part of its share from a service provided by the University of Minnesota, These programs range all the way from trained otters to Shakespearean drama. The school presents other things too, such as movies on great books, play readings, etc.

Student presentations, of course, never have the polish of paid performances but they have something else which is equally important. That is the fact that people appreciate seeing things done by their friends much more than by strangers. This gives these programs a kind of home-town appeal that is hard to beat. There are numerous school agencies or clubs which put on assembly programs. To mention a few, there are the Auditorium Club, Spanish Club, Speech class, Student Council, and many others. The Spanish Club presentation has become an annual event here, and the Council Vaudeville



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Box 66, Portland, Maine

Show started this year promises to become yearly, too. The latter is a little different from the rest. First, admission is charged and the proceeds given to a worthy cause, this year the Crusade for Children. Second, it includes not only Robbinsdale talent but student entertainers imported from high schools of Minneapolis and St. Paul.

Just how are our auditorium programs planned? Well, all too many have been planned within twenty-four hours on the "Oh, gosh, we have to give a program tomorrow. We'd better meet over at Joe's house and plan it tonight," system. This, as you may guess, rarely brings good results. Most of our programs are scheduled at least a month ahead, with such committees, as script, talent, setting, etc., to do the work. With some managers to co-ordinate the work of committees, the system works efficiently.

In addition to these presentations, occasionally we get a talented artist or celebrity who happens to be visiting this part of the country for a program. In general, we have a pretty well-grounded and worthwhile program of assemblies during the year.

Fiesta — Was It Worth the Work?

(*Continued from page* 18)

ed out by a committee of students? Wasn't it the commercial students who mimeographed the circulars? Even the names of the affair was suggested by two students, Shirley Mason and Bonnie Maisel.

Should we have it again?

There were all kinds of answers to that, from a Committee's "Never again!" to the cafeteria manager's, "It should become an annual, traditional event. It would add greatly to school spirit."

"Once every *three* years would be best," said one of the counsellors, Mrs. Wheeler. "Things that are given every year tend to become stale: and, if we gave it once every three years, that would still give each student a chance to be in it once."

A lot of students agreed with Mrs. Moore; an equal number agreed with Mrs. Wheeler; but even the most enthusiastic found it difficult to agree with the nine-year old visitor to the *Fiesta* who exclaimed, "Gee! Can't we have it again next week?"

Evaluation. And what of those faculty members who have helped to make Western what it is, that fine "Old Guard" with their high ideals of scholarship and their strict standards of work—how did they regard the *Fiesta* and its interference with the work in the classroom? I will give you one example.

On the day of the dress rehearsal Miss Charlotte Jones was teaching a senior class in solid geometry. Past the door came a motley crew of gay seniortas, girls in mantillas, a trombonist, a toe dancer, a villianous gentleman complete with silk hat and mustachios. When a particularly lovely girl in an old-fashioned dress came by, Miss Jones stopped teaching and invited the gorgeous creature inside.

"Tell us about the play," she said. Then turning to the class, "Students," she said, breaking into a smile, *"let's listen to the solids talking!"*

Yes, Western's faculty found a *Fiesta on* their doorstep, and slowly and somewhat reluctantly they opened the door to let it in. It brought long hours of labor, but it brought opportunity, too, for closer association of parents, teachers, and students.

And, as far as the students were concerned, wasn't it also a little like the magic pills in *Carnival Capers* which were even "guaranteed to make teachers a little more human."

The *Fiestas* raised funds from which the school will benefit by the purchase of much-needed equipment; furnished an opportunity for healthful and wholesome fun; gave each department an opportunity to appreciate the fine work of other departments; developed school spirit and loyalty; brought parents and school together in an informal way; taught the students to assume individual responsibility and see a project through to completion; brought faculty, students, custodial force, alumni, and community together into one co-operative endeavor with one purpose—the good of the school.

National Unity

The name American, which belongs to you, in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discrimination. You have in common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels and joint efforts, of common dangers, sufferings, and successes.

—GEO. WASHINGTON,
Farewell Address.

News Notes and Comments

American Education Week 1948

"Strenghtening the Foundations of Freedom" has been selected as the theme for American Education Week—November 7-13. Program helps may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

New Chief Scout Executive

Announcement was made by President Houghton that the Executive Board of the Boy Scouts of America had appointed Mr. Arthur A. Schuck Chief Scout Executive, taking the place filled for the past five years by Dr. Elbert K. Fretwell.

For suggestions on handling an elementary school participation program, read "Elementary School Councils," by Helen M. Waltermire, Pearl Street School, Reading, Mass., in the March, '48 number of *The Journal of Education.*

Driver Education

The Accident Prevention Department of the Association of Casualty underwriters recently gave Superior Award bronze plates to the governors of two states—North Dakota and Wisconsin—that have driver courses in at least 50 percent of their secondary schools and at least half the eligible students in the courses.

"School Projects and Money Making Ideas," by Meredith Cromer, (1948) is published by J. Weston Walch, Publisher, Portland, Maine.

As in years past, the current high school topic will be treated for *School Activities* readers by Harold E. Gibson—Debate Coach, MacMurray College, Jacksonville, Illinois. The first of his series of four articles will appear in the October number.

Maine's "Student Legislature" is described in the March number of *Maine Teachers' Digest* by Grace Brown, teacher of English and social studies in Rockport (Me.) High School.

Dr. Edgar G. Johnston, University of Michigan, who is well known for his contributions in the field of Extra-curricular Activities, was a visiting instructor in the University of Iowa summer school.

The Allied Youth is published monthly by Allied Youth, Inc., 1709 M Street, N.W., Washington 6, D. C. at $1 a year. This magazine for teen agers features information about the alcohol problem, articles which encourage total abstinence among young people, and other articles of general interest.

"Student Opinion on School Administration," by Ellsworth Tompkins, Specialist for Large High Schools, U. S. Office of Education, describes a poll undertaken to record information of the student council and data on human relations within the school. This article was first published in the April number of *The Bulletin of the National Association of Secondary School prinipals,* but reprints are now available from the Federal Security Agency, Office of Education, Washington, D. C.

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival, by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. For your copy, send 50c to School Activities Publishing Co., 1515 Lane Street, Topeka, Kansas.

"Purchase, Care, and Repair of Athletic Equipment," by Kenneth L. Meyer, is a 180-page, illustrated book just published by Educational Publishers, 122 N. 7th St., St. Louis 1, Mo.

More than 30,000 free, one-year subscriptions to *The Reader's Digest* again are being set aside by the editors, to be awarded this June to the 1948 valedictorian or top-honor student in each public, private or parochial senior high school in the United States or Canada.

Only principals or superintendents may submit names of candidates for the 1948 Award for Scholastic Achievement. They must write on official stationary, stating the full name and address of recipient, the school and date of commencement. Requests should be addressed to the Valedictorian Department, The Reader's Digest, Pleasantville, New York.

Regional conferences of the American Association of School Administrators will be held as follows:

San Francisco.....February 19 - 23
St. Louis.....February 27 - March 2
Philadelphia.....March 27 - 30

According to the Summer Edition of *Youth Leaders Digest,* a movement is on foot to amalga-

mate American Recreation Society and American Institute of Park Executives into a new body to be called "The American Park and Recreation Society".

From Our Readers

Editor School Activities:

I am a French teacher in the North Carolina schools, and am interested in school clubs. Will you please send me any information you may have on the topic, French Clubs in High Schools? Thank you.

Sincerly,
Mrs. Earle Murphy
811 North Main St.
Louisburg, North Carolina

Undoubtedly, some of you foreign language folks can help this teacher out. You recall that someone else assisted you when you first began to work up a club. So . . .

Editor School Activities:

I am interested in obtaining pamphlets, bulletins, programs, booklets, etc., on fun, play, recreation, and games for parties and other similar social events. (I am not interested in books because I have these.) I have been wondering if schools, many of which issue such small publications, would not help me in assembling a collection.

Yours very truly,
(Miss) Eilene Jennings
Sycamore Hall
Indiana University
Bloomington, Indiana

Well, we'll find out. How about it reader? Do you have, or know others who might have, material of this type? If so, won't you send it, or the necessary information, to Miss Jennings? Thanks, we knew you would.

Editor School Activities:

We are planning on organizing an Inter-Club Council in our school this fall. We are looking for any and all material available on the formation and functions of this type of organization. Can you help us?

Sincerly,
Ted Steinmeyer
President, Student Body
Leon High School
Tallahassee, Florida

Frankly, we do not know exactly what you have in mind. However if it is what we believe it to be, you will find "The student Council", McGraw-Hill Book Company, 330 West 42nd St. New York, of value. Perhaps our readers can help. How about it readers?

We have had several letters requesting sources of names for correspondence exchange (pictures, curios, examples of schoolwork, books, postcards, etc., too). We suggest the following: American Junior Red Cross, Washington 13, D. C.: The International Friendship League, Inc., 40 Mt. Vernon St., Beacon Hill, Boston, Mass.; and The Club Exchange Department of The Instructor, F. A. Owen Publishing Company, Dansville, New York.

A Town and School Put on a Show

(*Continued from page* 20)

half. The schools then turn the house over to a Chamber of Commerce Committee which arranges for a coronation ball, a semi-formal affair. Thus ends the first day of Arkalalah.

The second day is filled from early morning to late night with street stunts for oldsters and youngsters, climaxing in giant parades in the afternoon and evening. Again the schools share in a big way, only, now it is rural schools, and other city schools, as well as the local schools, that share in the celebration. Patriotic organizations, industrial and business concerns, civic groups, and fraternal orders "join-in" with the clowns, pets, dolls and hobbies, and concessions of all kind to fill a day so full that deviltry and destruction are forgotten for the more thrilling events of the day.

All agree that staging this affair is hard work, oftentimes exasperating, but they likewise agree that it pays good dividends in the end. It shows the ability of a community to co-operate and marshall its forces for public service, fun, and goodwill. It is ideal public relations tool. It is a constructive Hallowe'en project.

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C. C. HARVEY, *Department Editor*

STUDENTS OF SPANISH SPEND SPRING VACATION IN MEXICO

Twenty-two Hinsdale, Illinois, High School junior and senior students of Spanish together with their chaperons, Mrs. Florence Gillette, Spanish instructor, and Mrs. John Cooke, traveled by train and air to Mexico during the school's spring vacation. The trip was more than an excursion, according to the reports and diaries brought back by the pupils. It was a time spent in learning the history, customs, and language of Mexico in such a way that each one has secured a greater appreciation for peoples in other lands and a desire to learn to live peaceably with other countries.

Boys and girls from American schools in Mexico accompanied the Hinsdale High delegation on several occasions and interchanged ideas and carried on conversation in Spanish. Mr. Garza, travel agent of Garza Travel Agency, helped to make these international relations possible.

Among the interesting experiences of the travelers were changing American dollars into pesos with the ratio of 1 to 5, bargaining for leather and silver craftwork in Spanish, buying flowers, and attending Mexican sports events.

They were greeted by a woman mayor and the ambassadoress from Uruguay at Xochimilco, where they had a punt ride. The floating gardens were lovely, and the teenagers especially appreciated the fact that a gondola had been decorated with flowers bearing the name "Hinsdale".

Mexican boys and girls were with them much of the time here.

The Nacional Palace where are displayed Digo Rivera's murals, was a living pictorial history lesson.

Chapultapec Castle, which is now a museum housing Maximilian's furniture and many historic exhibits and which is used as a sort of guest house for foreign visitors of state importance, fascinated them. Many remarked that the Mexicans had a high regard for providing excellent care for their houses, and that their love for flowers is intense.

At the American School they were shown around by student officers and noted that the largest number of pupils in each class was no more than nineteen, although the total school enrollment is about the same as at Hinsdale. They found out that school there is dimissed at 1:15 p. m. for the day so that the long dinner hours and siestas will not be interrupted.

The Shrine of Guadalupe, a beautiful church shrine of the patron saint of the physically and mentally afflicted, attracted attention. The students climbed the Pyramid of the Sun, bought blouses at Cuernavaca, and visited Jose de La Borda's church at Taxco. Borda is responsible for securing world markets for the exquisite silver crafts for which Taxco is noted.

Public buildings, convents, churches, bathing in the Pacific at Acapulco, traveling through the mountains, and discussing social, current, and public affairs with the natives gave the Hinsdale visitors an appreciation and an understanding, which they say could not have been learned in years of classroom study.—**Naidene Goy**, Teacher of English, Hinsdale Township High School, Hinsdale, Illinois.

MURALS BY ART STUDENTS GAIN WIDE RECOGNITION

Missoula County, Montana, High School's art department has taken its work to the people of the community, into the surrounding territory, and even into an adjacent state. It has done this in the form of mural paintings.

The murals are all of student design, done by students, and executed in charcoal, tempers, or oils. Most of the work is done on the walls of rooms, while others are painted on canvas or compressed board and then mounted and hung. The finished murals range in size from three by twelve feet to nine by forty-two feet.

First of a wide variety was painted in 1940 by Don Lincoln and depicted a stage holdup in Virginia City, Montana, in vigilante days. The mural is in a world history classroom in the high school. To decorate the walls of two English classrooms, Francis King brought to life Tom Sawyer, and Virginia Miller portrayed Sir Galahad on his quest for the Holy Grail. The following year a mural was hung in one of the study halls, picturing an incident in the Lewis and Clark Expedition.

As a result of public interest in this work of art students of the local high school, the department received its first request for work to be done outside the school. The Western-Montana Press-Radio Club asked that the students decorate the walls of its new club room in Missoula. Four students collaborated in this project.

The murals done for the Press-Radio Club and another at Fort Missoula for Italian internees during the war served to advertise the work of the students more widely. Soon, a request came from Wallace, Idaho, to decorate its youth center. Ernestine Benson was assignd to this project.

Particularly interesting is a project completed in 1946 on the walls of the high-school cafeteria, which is also the scene of student dances and parties. Here a series of murals depict a wide range of student activities and are designed to picture the spirit and optimism of the modern youth.

Herbert Rayburn completed the last large mural, which deals with the rise and fall of civilization through the ages and illustrates the idea that what may enter into the affairs of mankind meekly, like the proverbial lamb, has a propensity to leave like the king of the jungle.

New murals are constantly being scheduled. One in prospect on the field of sports will be in the school gymnasium. Another will show the political, economic, and social life of the students.

In addition to these murals of a permanent nature, the art department of Missoula County High paints each year in tempera Christmas scenes on the school windows.

C. B. Bartholomew, art instructor, believes that the success achieved in carrying the work of the art department to the general student body and to the public is largely due to the freedom of expression allowed and to the widely diverse and versatile talent of the average art student.—**Donna Coster**, Missoula County High School, Missoula, Montana.

SCHOOL PRESS AIDS PORTLAND COMMUNITY CHEST CAMPAIGN

Portland, Oregon, high schools combined citizenship training and practical help to the Community Chest in the campaign which ended October 24, 1947. Individual campaigns in the nine high schools in the city were based on the idea of teaching practical lessons in the democratic way of raising funds to take care of community needs through privately-operated social service agencies.

The schools conducted the campaigns through the registration room organizations, with room representatives in charge. Thermometers, charts decorated with red feathers and other similar devices, were used in the main halls to show progress in the drive.

Of practical significance to high school journalists was the press conference with campaign officials. Editors and feature writers of public, private, and parochial schools were invited to attend a press conference with the president of the Chest, campaign leaders and chairmen of the public relations committee.

Through the conference they were able to explore the purposes and functions of the Chest

High School Representatives in Meeting

and its fifty-three red feather agencies. They also were given a peek behind the scenes of campaign publicity and public relations in action from Robert C. Notson, Managing Editor of **The Oregonian** and chairman of the Chest public relations committee.

As a result of the conference, co-operation of school papers in support of the high school campaign was excellent. The various papers used editorials, front page stories emphasizing the need for giving generously and mats and cuts of the Chest's symbol, a red feather, as well as boxes tabulating the total of Chest gifts.

Students also held assemblies, with student speakers who used material from campaign pamphlets and broadsides from Chest campaign headquarters.

Art departments assigned Chest poster designs as projects, using cardboard red feathers, pictures from campaign headquarters, and other promotional material.

A number of teachers assigned students research problems related to the Chest and its essential health and welfare services, These

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were usually worked out on the basis of information obtained from Chest campaign headquarters or from agencies themselves.

No particular goal was assigned any school or registration room, but some rooms aimed at a definite amount, based on the number of students registered in the class.—**Ken Phillips**, Director of Public Relations, The Community Chest of Portland and Multnomah County, Portland 4, Oregon.

OUR UPPERCLASSMEN GIVE GUIDANCE TO NEWCOMERS

Each year, as in any high school, a large number of new students enter who are not familiar with the school. A plan was started in the Gray High School, Winston-Salem, N. C., at the beginning of 1946 for the upperclassmen to give guidance to newcomers.

A chairman is appointed about two weeks after the beginning of school by the Board, which is composed of representatives from homerooms and school departments. This chairman in turn selects the required number of students from the junior and senior classes to serve on a committee.

The purpose of the committee is to make it possible for each sub-freshman and newcomer of Gray High to have a big brother or big sister. This upperclassman's primary purpose is to acquaint the new student with the school and to give him assistance in various ways during the school year.

The first step is to call a meeting of both groups to get acquainted. Then the big brother or big sister gives the student a general idea of how the school functions and discusses the classes and student organization activities. After this, it is the privilege of the newcomer to ask for further information at any time concerning any phase of the school. At the same time it is the responsibility of the big brother or big sister to see that the student makes a success of school. If the student is ever found misbehaving, his big brother or big sister is called upon first to try to straighten out the problem before a member of the faculty is consulted. Usually the two students can handle the problem themselves, and in this way many discipline problems have been solved.

After the plan has been in operation for about six weeks each year, a tea is given by the committee, and all sub-freshmen and faculty members are invited. At this affair new students meet all members of the faculty and also many of their classmates. We feel that this plan is a valuable adjunct to our student government. It has helped to develop responsibility, democracy, and self-discipline among citizens of our school. —**Sara Willard**, Gray High School, Winston-Salem, N. C.

LET'S SAY "HI" TO HIGH SCHOOL

When new students enter Benson High School, Omaha, Nebraska, they are naturally confronted with new and bigger educational problems. This is especially true of those who have just graduated from an elementary school and have not heretofore been exposed to the activity of high school life. In an attempt to aid these pupils in their readjustment, a student handbook entitled **Let's Say "Hi" to High School** has been published by advanced journalism students.

At the beginning of the 1947 spring semester it was decided that the time was ripe for the first post-war edition of the handbook. Co-editors were selected and soon a staff was organized from advanced students who volunteered their services.

The book was to be divided into nine sections explaining the various activities and regulations of the school—in addition to data on courses, teachers, schedules, etc. Special sections on graduation, service organizations, and honors, with a sub-division devoted to athletics were also to be included. Particular attention was to be given to establishing within the student the proper attiude toward high school.

In preparing for their task the co-editors studied similar books from other schools. In their study they found a common fault in style which they deemed serious. While most of the books were similar in presenting curricula, a floor plan of the school, explanations about the various clubs and other activities, they were also similar in that this information was presented with a lack of appeal. There was little to keep the bewildered student from becoming drowsy in his search for a solution to his problems.

When assignments were made with the 1942 edition serving as the basis for the newer work, staff members were urged first to obtain the correct facts and second to enliven these facts with their individual writing skills. But the proverbial "ace in the hole" was the insertion of

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nine cartoons appropriately placed throughout the book. While the principal purpose of the cartoons was humor, each one did contain a moral which might have aroused only resentment if presented in the usual "Don't-do-this" language.

Work continued on toward summer with most of the sections nearing completion. June brought with it graduation but not a curtailment of progress. Members of the staff volunteered to spend some of those blissful summer days at work on the handbook.

August saw the completed book in the hands of the printer, and when school re-opened a month later the new 70-page handbook was the official guide for students of Benson High School. In evaluating the handbook the freshman counselor commented, "Not only has the book aided students in their orientation to a new school but it will also serve them as a guide throughout their entire high school careers. The book has also saved many hours of class time for both myself and the students."—**Stuart Erickson**, Benson High School, Omaha, Nebraska.

AMERICAN CLASS STRESSES QUALITIES OF A GOOD CITIZEN

We have an Americanism class at the Lanier Senior High School, Macon, Georgia, which is self-governing and stresses the qualities of a good citizen. Sponsored by the Social Science Department and by Dr. Charles C. Peters, Professor-Emeritus of State College, Pa,. the class is part of an experimental project conducted by the University of Miami to promote Americanism through the teaching of history.

At the beginning of the year when the project was explained, the class voted unanimously to attempt it. We organized ourselves into a parliamentary body, drafted a constitution and by-laws, elected officers, recognized the teacher as adviser but having no more voice in matters than any other member of the group, and proceeded to get started on our first project: namely, what are the qualities of a good citizen and how can we best practice such qualities?

One of the fundamental planks in the philosophy of education we are atempting to implement in our experimental procedure is that pupils learn to play their part in our democratic society in considerable degree by living and acting in democratically ordered groups. They build democratic character by practicing its acts in their own behavior. If the individuals are to take on a democratic color from the color of their class-group, those traits which we define as democratic must be constantly exemplified by the group; and most certainly they must be exemplified by the teacher.

The class is one that has the easy and courteous give-and-take of a parlor conversation. No one ever assumes a superior or "bossy" attitude. The group drafted its own constitution, which has guided it through the year successfully. For many of the students, this was the first constitutional study and construction, and it provided much practical experience.

Officers are five: president, vice-president, secretary, treasurer, and adviser. A judicial committee interprets the constitution and handles all judicial proceedings. The adviser clarifies complex points and acts to bring out the best possible participation in projects and discussions. Textbooks were abandoned at the start of this experimental class and the members, when working on special projects, work from information supplied by Dr. Peters.

Projects undertaken by the group are strictly practical. A study of the courts consisted of informative reports by class members, interviews with prominent Macon lawyers and court officials, attendance at court trials, and class participation in a mock trial. A study of state government was supplemented with a trip to the state capitol, where the class attended a session of the Georgia Legislature and inter-

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viewed the Governor. The project also included attendance at the Georgia State Democratic Convention held at Macon in April.

Interviews with the mayor, councilmen, and city and county officials were the highlights of the study of city and county government. From this study the class adopted a program for city and county improvement to be presented to the mayor and council.

Study of national government, traits of good citizenship, parliamentary procedure, forms and functions of governments, participation in the Georgia Student Council Convention: these are a few of the projects and studies undertaken by the class, all members of which cooperate to make the ideal class of group participation and practical study and experience in government and citizenship.—**Major Julius L. Gholson,** adviser of class, Social Science Department of Lanier Senior High School, Macon, Ga.

"VALLEY VARIETIES" CARNIVAL SUCCESSFUL FOR SEVEN YEARS

For seven straight years my school has produced an evening program of entertainment which increased community interest, developed real co-operation between students and faculty, and, last but not least, added money to the activity budget.

The affair, entitled "Valley Varieties," resembles in nature a school carnival. Each homeroom is responsible for some activity on the program. Examples of projects sponsored by homerooms this year are: pin ball games, ring tossing, cake sale, movies, palm reading, chemistry show, ice cream shop, art display, physics show, pennant sales, spaghetti house, target shooting, hamburger heaven, and a short one-act play. This arrangement seems psychologically practical, since the homeroom teacher who is associated with the same group for three consecutive years is aware of the students' interests and capabilities.

"To what extent have we gained the co-operation of the students?" you may ask. Reminding you that participation is not compulsory, I proudly report that over seventy percent of our 675 students participated in the last program.

Now to go on with the show. Under the supervision of our dramatics coach and music director, a musical program is presented in the auditorium. Last year a musical comedy, "'Neath the Western Skies," written by a student and our director of music, was featured. Students who take part in the auditorium show usually are not participants in homeroom projects unless they help with decorations, etc., before the evening performance.

The popularity of the auditorium show is so tremendous that we put on two performances during the evening. This gives patrons an opportunity to visit the homerooms during the first or second performances.

To complete the evening of fun and enjoyment, dancing takes place in the auditoruim during the last half hour. Here students and adults dance to the music of our most famous orchestras on recordings.

We aren't quite finished yet for there are rooms to be cleaned up and money to be counted. Again, after this year's "Valley Varieties" we were able to say, "There's good news tonight for we netted over $600."—**Annabelle Welliver,** Passaic Valley Regional High School, Little Falls, New Jersey.

FARRAGUT'S STUDENT GUIDANCE COMMITTEE

The Student Guidance Committee of Farragut High School, Chicago, Illinois, is composed of a group of dependable students, most of them on the honor roll, whose service to the school is very valuable. They assume a large part of the task of orienting elementary school pupils to high school life and work.

Members of the committee visit the elmentary schools to give talks to the eighth grade graduates about subjects taught at Farragut, requirements for graduation, and student organizations. When the graduates come to Farragut to register, members of the committee conduct them in small numbers through the school. At the opening of the semester they hold several assemblies for the incoming freshmen, to acquaint them with high school activities.

This committee works actively with the College Day Committee in conducting College Day, when about twenty-five representatives from colleges come to counsel with the 4B's and 4A's on college opportunities. The College Homecoming Tea for former graduates who have gone to college held each year during the first week of June, is another activity of the Committee which has become a Farragut tradition.

Students may apply for membership directly to the Committee; or their names may be submited by their division teachers. Those applying for membership must have their records ap-

Six-Man Football Magazine
For information write
C. J. O'CONNOR
Boys' Latin School
1018 Brevard St., Baltimore 1, Md.

proved by the membership committee before they are admitted.—**Peter B. Ritzma**, Principal, Farragut High School, Chicago, Illinois.

MINIATURE SCHOOL DAY FOR THE PARENTS ONLY

As the chief activity of Public School Week last spring, the faculty of Avenal, Calif., High School decided on a miniature school day for the parents only; for this plan, a change from the traditional exhibit and display type of program, would lend more variety and interest to the observance.

The idea was carried out in the following manner. Publicity consisting of newspaper articles and letters sent to each parent invited the public to attend school during the appointed evening when they would follow through the class schedules in which their sons and daughters were enrolled. To assure a good attendance, class competition was carried on by means of public-address bulletins and announcements. A swimming party during school time was the reward given to the class represented by the greatest number of parents and friends.

To facilitate parent enrollment, each student filled out a regular enrollment card with his course of study. These cards were filed, and as the parents arrived, they were given the registration card belonging to their son or daughter. Beginning at eight o'clock in the evening, the first bell rang, and each visitor began the round of daily classes, each class being on a ten-minute schedule.

Because the program was designed to give the public knowledge of just what happens in their high school, all school rules were observed; and consequently it was found necessary to send tardy parents to the office for class permits—all of which were unexcused on this occasion! During the class period, the teacher was afforded the opportunity to become acquainted with the parents, to explain the procedure of the particular class, or to use the time for answering questions.

At the noon period, parents formed a line to the cafeteria where refreshments were served and where all teachers were introduced. The spirit of the occasion was entered into by all visitors and teachers. It was a good public relations device and resulted in a more realistic public opinion on school matters.—**Lois McFerrin**, Avenal High School, Avenal, Calif.

JOINT PEP RALLY PROMOTES INTERSCHOOL SPORTSMANSHIP

In South Bend, Indiana, we take athletic competition rather seriously. One of the outstanding athletic events of the year is the football game between Washington and Riley high schools. Rivalry is very keen and the game attracts a lot of attention from students and outsiders alike.

Last spring committees from the two schools met jointly to discuss the crowning of queens for the game scheduled for the ensuing year. During the discussion it was suggested that the two schools have a joint pep rally on Friday evening preceding the gameon Saturday. The students made all the plans and arrangements—the whole affair was taken care of by the student councils of the respective schools.

There is a play field about half-way between Riley and Washington high schools, and that is where the pep session was held. The schools were dismissed an hour early and, led by their respective school bands, paraded to the play field. Brief talks were made by the superintendent of schools, the principals of the two schools, football coaches, and a sports commentator from one of the local radio stations.

School songs and yells of both schools were led by students, and the queens were crowned by the captains of the two football teams.

So far as we have been able to determine, that was the first time such an affair has ever been tried. Good sportsmanship was discussed and demonstrated. We are planning on making it

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an annual affair, and plans for next year's joint pep session are already under way. We feel that we are teaching citizenship and good sportsmanship in an enjoyable and effective way.—**Claude M. Wolfram,** Sponsor Riley High School Student Council, South Bend, Indiana.

COUNCIL RAISES MONEY FOR SCHOLARSHIP FUND

It has been generally agreed in the Senior High School, Springfield, Mo., that the most worth-while project of this year's student government was to raise money to establish a memorial scholarship fund.

The project started one bleak day in December. The first bodies of Springfield boys who had lost their lives in the war were to arrive in the city that afternoon. During a session of the house of representatives, this question was asked: Why has our school never established any memorial to our war dead? The sponsor recalled that a faculty committee had been named for that purpose, but had done nothing more than to investigate the prices and merits of various types of plaques. The students were a bit scornful of anything as conventional and impractical as a plaque. It was decided to take the question back to the homerooms the members of the house represented, and to get their suggestions on the kind of memorial students would like to establish.

At the next meeting there was a wealth of ideas presented, ranging all the way from books for the library to a carillon. After suggestions had been listed, they were again sent back to the classes for the vote of the students. The popular choice of the student body was to establish a memorial scholarship.

Later discussions among students and faculty led to the following policies being agreed upon: The scholarship should be in honor of all Springfield Senior High boys who served in the armed forces, and particularly in memory of those who lost their lives. No honor roll would be published in connection with this, for it was feared that a completely correct one could not be compiled. The student government would raise $1000 which would be invested along with other school funds. It was reasonable to assume that the fund would provide a scholarship of about $90 every three years. Thus the memorial scholarship would be given once in the school life of each student. The recipient would be chosen by the faculty scholarship committee, in accordance with standards which it follows in granting other scholarships.

In the intervening months the student government has had the co-operation of the entire school. Two talent shows have been presented, for which students paid rather high admission prizes. Candy sales have been held, and several unsolicited contributions have been promised by adults in the community. If the goal of $1000 is not reached, the difference will be made up from the student government treasury.—**Mildred Riley,** Student Government Sponsor, Senior High School, Springfield, Missouri.

SCIENCE CLUB SPONSORS ATOMIC AGE INSTITUTE

During the week beginning November 17, 1947, the Science Club of Wilbur Wright High School, Dayton, Ohio, sponsored an Atomic Age Institute to teach students the problems resulting from the invention of the atomic bomb and the potential development of atomic energy.

The Monday morning assembly had for its theme, "Living with the atom". A student led in prayer and read an appropriate scripture selection. A guest speaker, Dr. J. Bruce Behney, emphasized that our religion deals with reality and stressed the point that goodwill, love, and respect must prevade human relations which are the basis of our civilization.

In homerooms, each student was given an information leaflet entitled "Twelve Points on Atomic Energy" to be used as an invitation for parents to attend a special P. T. A. meeting on November 20.

On Tuesday forenoon the Institute conducted two assemblies for the entire student body. The two movies, "One World or None" and "A Tale of Two Cities," were shown. Following this a panel discussion by members of the Science Club included such topics as the structure of the atom, atomic warfare, the beneficial uses of atomic energy, and the control of the atom.

A broadcast, "The Pilot Light of the Apocalypse," was presented by the Club on Tuesday evening over a local radio station.

The third day of the Atomic Age Institute,

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individual classes had special programs. In science classes, records explaining in detail the atom were played. Social studies classes used the film strip "How to Live with the Atom" with the narration by a sudent. In Hygiene, a leaflet on atomic progress in medicine was read and discussed. After school the Club showed more films on the atom for everyone interested.

Finishing special class work on the atom and having the films and discussion for the evening P. T. A. meeting on Thursday closed the Institute. A publicity stunt? Maybe! But the students (and parents as well) learned a lot about the atom as a result of the project.—**M. Purviance,** Wilbur Wright High School, Dayton 3, Ohio.

SPRING ACHIEVEMENT AND OPEN HOUSE NIGHT

At the Fort Sumner, New Mexico, High School, during the past few years, development of new departments has exceeded the normal growth of an average school. The question arose as to how to acquaint the public with new units and services of the high school. Finally it was decided to hold a Spring Achievement and Open House Night.

During the summer of 1947 four classroom units, a recreation room, a band room, a school cafeteria, a vocational agriculture building, and an industrial arts building were completed. It was decided not to hold a dedication ceremony in the fall but to wait until spring, when the public would be able to see the work produced during the term in the new units. A plan was devised whereby each would save some of the products of its work and activities throughout the year for display on Spring Achievement and Open House Night.

At this event, held in the spring of 1948, the buildings overflowed with interested parents. Students brought their parents and after introducing them to teachers acted as their guides for the evening. The program consisted of music by band and chorus, brief talks by administrators, and tours through the buildings. Materials from each class and homeroom were on display. The tours ended with refreshments being served by the students in the new cafeteria.

Spring Achievement and Open House Night accomplished three things: (1) The new units of the school were made familiar to the public; (2) all classes, homerooms, and activities were able to display work for the public to examine and evaluate; and, (3) almost every patron of the community was brought into contact with the school, its work and activities. From the point of view of public relations and interest on the part of faculty and students, the program was a tremendous success. As an educational

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project, it was of much benefit to students and faculty.—**Travis Stovall**, High School Principal, Fort Sumner, New Mexico.

HOW WE DO IT ITEMS IN BRIEF

Starting the first week in January 1948, a student from each of the nine high schools of Portland, Oregon, had an opportunity to be editor for a day and express his opinion on public issues by writing the guest editorial for **The Oregon Journal.** The editorials, selected by student judges, expressed the uncensored views of the student authors on a variety of subjects. After the series of student editorials from Portland high schools were published, the project was extended to include all Oregon high schools which wished to participate. Student guest editorials appeared every Monday in **The Journal** during the second semester.

In the spring of 1948, the Student Council of Stockton School, Chicago, Illinois, published a bulletin summarizing its projects and achievements of the year. Among the projects were: A Hobby Fair, A Clean-up Drive, A Special Assembly Program, An Achievement Luncheon, an Out-of-School Program, and The Stockton Booster. The Booster is a large blackboard located in a hallway on which are written accounts of all student council activities.

Dish insurance has become a successful means of dealing with lunchroom breakage problems in Skokie, Illinois, Junior High School. Any student or adult may purchase a policy from a Student Mutual Insurance Co., which covers him from financial loss from accidental breakage. Rates are 9, 10, and 11 cents for one, two, and three years, respectively.

Last May when students of Zanesville, Ohio, took the places of town officials to govern the city for a day, they added an element of surprise to the commonplace. The student "Chief of Police" staged a series of gambling raids, confiscated gambling devices, etc. The "Fire Chief" tried to condemn the high school building as a fire trap. The students and the town received national publicity, but school officials seemed inclined to disapprove of the project, as conductd.

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Comedy Cues

Least

A conductor was driven crazy at rehearsals because at least one member of the orchestra was always missing. After the last rehearsal he tapped his baton for attention and said, bitingly: I want to thank the first violin publicly for being the only man in the orchestra who had the decency to attend every rehearsal."

The first violin hung his head and looked sheepish. "It seemed the least I could do," he said in a deprecating tone. "You see, I don't expect to show up for the concert tonight."

Partnership

Teacher—I don't see how it's possible for one person to make so many mistakes.

Student—It wasn't a single person. Father helped me.

Question

A girl attended her first ball game. After watching the entire game she met one of the players. In her sweet little way she asked, "Why does the fellow behind the plate wear the muzzle when it's the one with the big stick in his hand that does all the growling?"— *The Kablegram*

He: (Bringing a box of candy to girl) "You know—sweets to the sweet."

She: "Yeah—I figured that way, too. Help yourself to the nuts."

Taking No Chances

A bright young man from the country, who had just been added to the reporterial staff of a great daily newspaper, was warned, by the editor, of the terrible consequences of making ill-founded statements about people. His first assignment was to report a wedding that united two of the leading families of the city.

He wrote, in part, as follows: "It is alleged that the house was decorated with wild flowers. Before the ceremony, a lady—supposed to be the bride's sister, sang: "Oh, Promise Me." The bride (so it is said) was becomingly attired. The so-called minister of a supposedly, prominent Church, officiated, using—what seemed to be—two rings. After the wedding, it is generally conceded that the apparent friends of the—seemingly—happy couple partook of, what some would call, a luncheon. It is claimed that the newlyweds left, at once, on a Western trip. It is commonly reported that quite a few people—on the face of things—wish them will.

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Education for World Citizenship

(*Continued from page* 21)

Headquarters, and the like. Finally the boys and girls of Bronxville Senior School were ready for action. A sponsor was requested, a time decided upon, and a meeting of all those interested in U. N. activities called.

The turnout was heart-warming. The younger generation had accepted the challenge—that of understanding, appreciating, and working in harmony with peoples and cultures other than their own. Officers were elected, committees organized, speakers contacted, films arranged for, and a special trip to Lake Success was made by three delegated members and the club sponsor. Appropriate publicity and careful planning are helping to fulfill the aims of this embryonic organization. When boys and girls sacrifice the many activities one usually engages in on Friday afternoons (soccer, football, hockey etc.) to spend approximately two hours listening to Dr. Olav Paus-Grunt, Chief of Educational Laison and one of a list of internationally known speakers who have visited us, they are sincerely interested in current happenings and in their intention to shape a better world out of the remains of this one.

Through the medium of film, speakers, trips to the United Nations at Flushing Meadows and Lake Success, Bronxville is attempting to educate for world citizenship. Through contacts, discussions, and informal visits with representatives of other races, colors, creeds, and nationalities, these girls and boys are becoming better Americans. They are learning, slowly but surely, that they *are* their brother's keeper, that freedom of speech, the right to worship as one sees fit, freedom from want, and freedom from fear must be universal if peace on earth, good will among men is to be more than an ideal. As William James so aptly phrased it, "Sow an action and you reap habit; sow a habit and you reap a character; sow a character and you reap a destiny".